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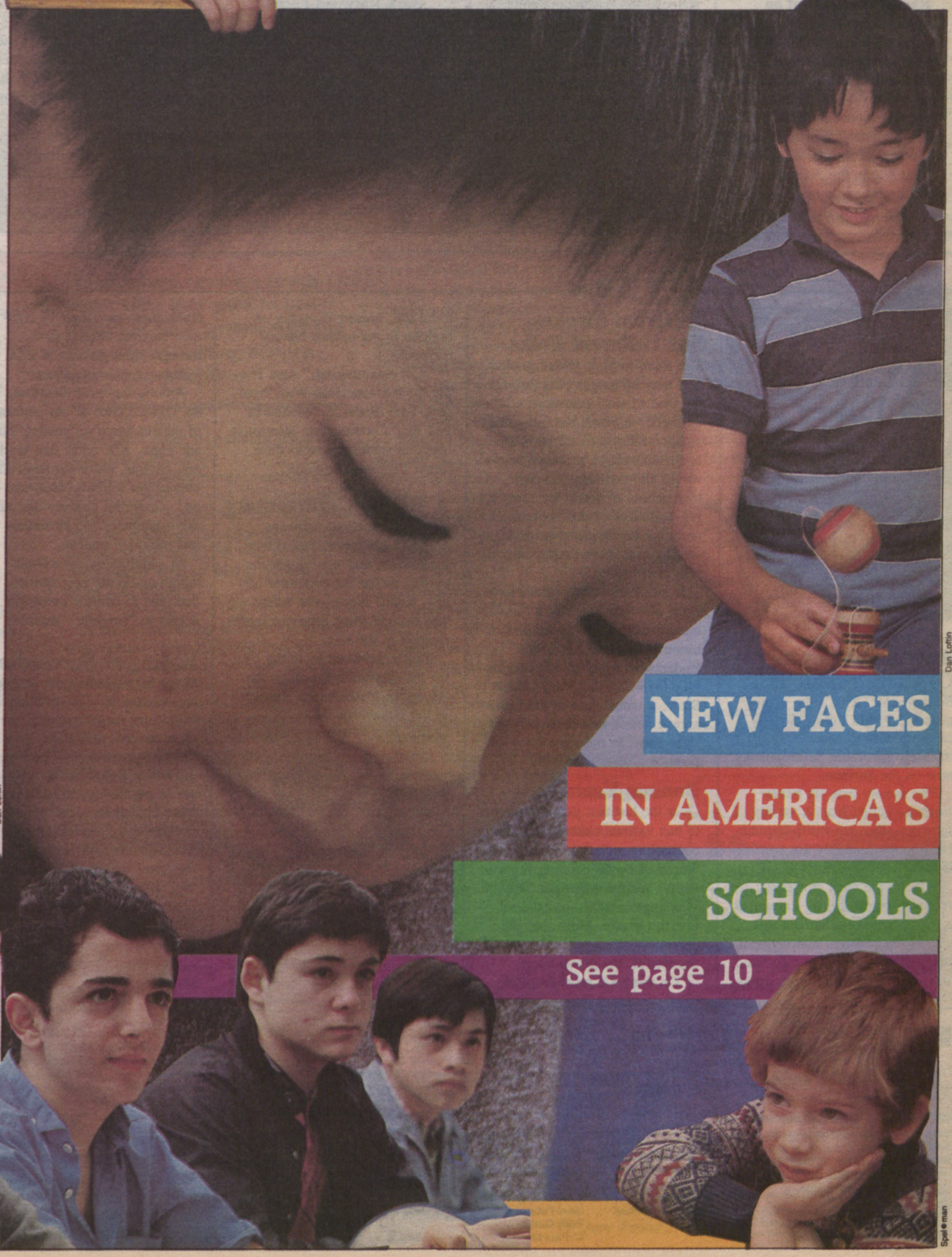

Dan Loftin

Dan Loftin

NEW FACES IN AMERICA'S SCHOOLS

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Spel●man

Spel●man

PRESIDENT'S VIEWPOINT

Cruelty to Children

I have stated publicly that the Reagan Administration's latest education reform proposal is a cruel hoax. My remarks referred to the call to convert the Chapter 1 (formerly Title I) program into coupons averaging $600, to be given directly to parents of disadvantaged students for "spending" at a school of their choice.

I stand by my statement. But fairness compels me to explain so harsh a characterization.

Radical alteration of an established and highly successful program is normally justified by cataloging the problems it promises to solve. This approach has been entirely absent from the public pronouncements of Education Secretary William Bennett and others about vouchers.

This gap in the Administration's argument is reason for suspicion. After all, when doctors issue a prescription, they explain what the medicine is intended to cure. Dr. Bennett has departed from this standard medical practice. And I suspect quackery.

The failure to spell out exactly which ailments voucher medicine is designed to cure stems from one simple fact: the scheme, if enacted into law, wouldn't cure *anything*. It's a medication in search of a disease.

In the most recent Gallup Poll of attitudes toward the public schools, the American people identified discipline and student drug use as our nation's most serious education problems. Would the Administration's voucher plan have even a negligible impact on these problems? Absolutely not.

Troubled students—rich *and* poor—seldom find a welcome mat awaiting them at the doors of private schools. Poor families

Joe Di Dio

NEA President
Mary Hatwood Futrell

with troubled students will confront that tough reality the moment they try to cash in their vouchers. Private schools choose their clientele. Public schools have been—and remain—the only schools that accept the challenge to educate *all* youngsters.

In the Gallup Poll, Americans also listed overcrowded schools and attracting good teachers as fundamental and growing problems. Would vouchers help solve them? Not at all.

But perhaps the Administration's vision is riveted on the problems the National Commission on Excellence in Education identified with the 1983 publication of *A Nation at Risk*. That document says our schools suffer from diluted standards, poor teacher preparation programs, incompetent leadership, and inadequate funding. I defy anyone to explain how the proposed voucher program would alleviate any of these inadequacies.

Where, I ask again, is the problem to which the voucher "solution" corresponds? Will tampering with the nation's most successful federal aid-to-education program help any of the 80 percent of Hispanic students, the 72 percent of Black students, and the 50 percent of white students currently dropping out of New York City's schools? No. Not one of them. The *New York Times* commentary on this issue is right on the mark: to give children of poverty $600 is not to help them—it is to taunt them.

Finally, will the Administration's new approach to Chapter 1 end the woefully inadequate funding of programs for the disadvantaged? In no way: Chapter 1 now serves *900,000* fewer students than it did in 1980, a direct result of the ruthlessness with which the Administration gutted the program in 1981.

I rest my case. The proposed revision of Chapter 1 would leave untouched *every* major education problem our nation now confronts. Its intent is *not to improve but to impoverish the public schools*, to funnel federal funds into private institutions. Vouchers are a hoax. And when they are defended on the grounds that they will unleash the potential of 11 million disadvantaged children, the hoax is mean, odious...cruel. □

TRENDS

And the Opposite Of Catastrophic Is...

Benestrophic. That's the neologism the World Future Society came up with to describe intensely favorable developments now on the horizon.

The society lists six benestrophes—culled from a variety of futurists—that are worth hoping for (though probably not worth holding your breath for).

Among the nicer prospects: moon colonies, a drug to control aging, a world parliament that effectively resolves international disputes, a "happiness pill," and intelligence-boosting brain drugs.

Different Strokes For Different Folks

The route to high school graduation may no longer pass through the land of final exams.

Theodore Sizer, the influential author of *Horace's Compromise*, is championing a proposal that would allow students to earn high school diplomas by presenting portfolios of their best work, participating in group projects, writing essays, or undergoing interviews.

In place of traditional tests, Sizer advocates SSLE—a "secondary school leaving exhibition." SSLE would offer students a variety of ways to display their abilities. And, adds Sizer, it would free us from the arcane notion that there is "one right way" to measure the competence of every student.

Banner Years

Over the last two years, attempts to ban various classroom and counseling materials have increased by 66 percent, reports People for the American Way, a Washington, D.C.-based civil liberties group. More than 40 percent of those attempts proved successful, the group notes.

Yet there's a more hopeful trend too: greater diversity of opinion in the newest history textbooks.

"It is encouraging," says People for the American Way President Tony Podesta, "to find in this year's books more interest in teaching students *how* to think rather than *what* to think."

A Byting Commentary

Combine excellent software, adequate hardware, and skilled instructors, and you've got the perfect recipe for computer literacy. Right? Nope—not unless you include some behavior modification in the mix.

That's the word from the Center for Education Equity at the American Institutes for Research in the Behavioral Sciences (AIR). In a 14-month study, AIR researchers identified 12 common barriers today's first through ninth graders face in learning about computers.

Among the most disturbing is the reemergence of old patterns of elitism based on gender, race, and class. AIR notes that teachers, parents, and even students themselves seldom encourage—and sometimes actively discourage—computer use by female and minority students.

In addition, many schools assign academic prerequisites that tend to confine computer access to "brighter" students.

Failing at Succeeding

Many highly successful students are haunted by a devastating fear of failure. And ironically, the more success they experience, the greater their fears become.

Pauline Rose Clance, professor of psychology at Georgia State University, has documented the prevalence of this phenomenon. She concludes that these anxious high achievers are likely to become successful professionals. But despite—or rather *because of*—their success, they're strong candidates for early burnout and stress-related illnesses.

Aquarius Rising?

Are the spiritual heirs of yesterday's flower children preparing once again to shake up The Establishment?

Could be. In San Francisco's Haight-Ashbury district—haven for hippies during the late 1960's—boutiques are bursting with regalia no yuppie would touch. People are displaying peace symbols. And folk singers are replacing new wave rockers in night spots.

The movement's name: Neo-Psychedelic Renaissance.

A local magazine, *High Frontiers*, chronicles the scene for some 12,000 readers. Its editor, known as R. U. Sirius, predicts that the movement's optimism will lead to a new politics in which liberals and conservatives unite. Sirius cites the recent Live Aid concert and anti-apartheid demonstrations as examples of this new hybrid political consciousness. □

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PROGRESS IN EVALUATION

The Good News About Testing

Standardized tests are much better than they used to be—thanks to NEA's work with the Educational Testing Service and other groups.

A few years ago, standardized tests were the focus of a controversy that drew together such crucial—and emotional—educational issues as equal opportunity and respect for student diversity.

More than 80 percent of the teachers queried in a 1978 NEA Research poll considered standardized achievement tests misleading indicators of a student's progress. The tests ignored creative ability, they said, and were biased against those whose first language wasn't standard English.

That was then; this is now. In the meantime, NEA members and staff have spent four years working with the Educational Testing Service, the nation's leading testmaker, to make standardized tests a useful tool for teachers—and they've made measurable progress.

"We still have some problems to work out, but there's been a lot of improvement," says Association member Pat Browne. Browne teaches second grade at the Louis B. Russell School in Indianapolis, and she's part of a policy council that advises ETS about its examinations for prospective teachers.

"It's my practice to have teachers on all policy councils," says ETS President Greg Anrig, "because teachers bring with them the reality of the classroom. Psychometrics, statistics, are all well and good, but a *student* ends up taking that test and being affected by it."

Most of the testing controversy these days centers on standardized tests for practicing teachers, as "reform"-minded governors or legislatures sound the call for teachers to prove their competency.

"Instead of focusing on substantive issues—say, lowering class size," Pat Browne points out, "they're coming up with these quick-fix schemes that appeal to the media. Too many politicians still don't understand that a paper-and-pencil test can measure only knowledge, not competence. Never competence."

ETS is moving beyond pencil and paper. Len Anderson, president of the Portland (Oregon) Association of Teachers, sits on an ETS committee investigating the feasibility of a classroom management test.

"We're trying out whether, for example, we could show a videotape of some classroom practice, then ask questions about it. This approach would allow teachers to draw on the full range of their experience rather than some formula they memorized in college," says Anderson.

Historically, most complaints about ETS have had to do with racial or cultural bias. "The ETS people are showing real concern about that," says Pat Browne. "They'll compare how a black group and a white group of test-takers do on a particular item. And they'll have teacher leaders survey test items for signs of cultural bias.

"Still, Blacks' and Hispanics' average scores are lower than whites' or Asian Americans'. ETS is heading in the right direction, but we need to make sure there's no backsliding," adds Browne.

"You don't blame the fever on the thermometer," Anrig responds. "The substantial differences between minority and white kids' scores come from differences in the education those kids are getting—and when the education improves, the scores do, too."

ETS is now emphasizing what Anrig calls "helping tests, not decision-making tests": they'll identify what a student knows on a given topic and what that student still needs to learn.

NEA and ETS are working together on this project. On the most fundamental of all testing issues, they're solidly in agreement: tests should help teachers and, through them, their students. Progress toward this goal remains slow, but the new climate of cooperation ensures that it's also steady. □

—Jane Power

Three Steps Toward Better Testing

Besides cooperating with ETS, NEA is taking several other steps to make tests of students more useful to teachers. Recognizing that no standardized test can take the place of tests teachers develop to diagnose the learning of their own students, the NEA Professional Library has just published *Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing*.

NEA is also backing national efforts to reduce bias in standardized testing. When the Cambridge (Mass.)–based National Center for Fair and Open Testing announced its Project FairTest this fall, NEA was quick to respond.

One of FairTest's primary demands is for "truth in testing" laws. First passed in New York State several years ago, such laws mandate that test-takers be allowed to look at copies of their scored exams and challenge inaccurate answers or badly written questions.

"NEA strongly supports the concept of 'truth in testing,'" said NEA President Mary Hatwood Futrell. "It's an important first step for making sure standardized tests are bias-free. We're urging our affiliates to guard against any misuse of standardized tests."

In states that require teacher competency tests, NEA has also pulled together representatives to develop test-taking workshops for teacher-members. The program will help participants get ready—intellectually, emotionally, even physically—to face these exams.

News Beat

● A new study from the Carnegie Foundation for the Advancement of Teaching says the **education reform movement** "will accomplish little" unless teachers are given "greater status and recognition."

Among the Carnegie recommendations: a national program to attract outstanding young people into teaching, tighter professional standards, higher teacher salaries, and contract provisions for continuing education.

● The current emphasis on school reform seems to have touched off a boom in **PTA membership**. The parent-teacher group reports that membership rose for the third consecutive year last year, reversing a 20-year pattern of membership decline. Total PTA enrollment is now 5.6 million.

● Education commentator Emily Feistritzer makes a strong argument that teachers have less and less say on how and what their students are taught, because of a top-heavy **education bureaucracy**. She reports that while some 2.1 million teachers are trying to educate some 39 million elementary and secondary school students, they're being watched over by 136,503 principals, 13,954 assistant principals, 16,068 district superintendents, 7,539 assistant or deputy superintendents, 166,221 other district-level administrators representing 82 different job functions, and 15,314 school boards. And that's just the *local* bureaucracy.

● Traditional **teacher education** programs would be dramatically altered under a plan put forth by 40 college deans from many of the nation's top research universities.

The deans call for future teachers to concentrate their undergraduate work in English, the humanities, math, or science, rather than majoring in education. Prospective teachers would also be required to obtain a master's degree in education and serve a one-year internship before being certified.

WELL PUT!

Bob Harris

Educational Testing Service President Gregory Anrig

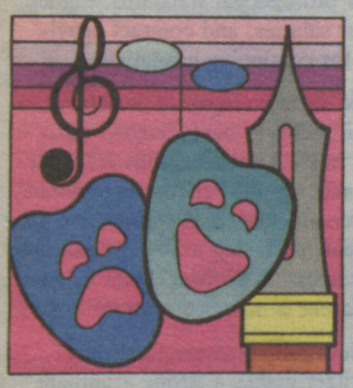
"Tests report on only those qualities that can be measured effectively. They are good for communicating how students read and write and compute compared with other students of similar age and grade level. However, no tests that I know of measure important human qualities such as motivation, caring, sensitivity, perseverance, and integrity. They certainly do not measure personal worth, the kind of human being a person is or will be."

SPELLING BEES AND BEYOND...

Competitions Beckon Talented Students

Every year, it seems, there are more national programs recognizing outstanding students in various disciplines with scholarships, cash, tours, and plaques. Some of the sponsoring organizations also award prizes to winning students' teachers, schools, and parents. A number of contests require students to compete in local and state competitions before entering the nationals.

Here are the ins and outs, in brief, of the major student competitions that can still be entered this school year. For deadlines and other details, please contact the sponsoring organizations directly.



The Arts

High school seniors talented in the visual arts, music, dance and theater, or writing may enter the "Arts Recognition and Talent Search" to win up to $400,000 in cash awards and scholarships. National Foundation for Advancement in the Arts, 100 N. Biscayne, Miami, FL 33132. 305/371-9470.

Business Education

Members of the Future Business Leaders of America may vie to be Mr. or Ms. Future Business Leader at FBLA's annual national leadership conference. Awards also honor 36 business-related competition winners in chapter, individual, and team events. Future Business Leaders of America, P.O. Box 14717—Dulles, Washington, DC 20041. 703/860-3334.

Career Development

The Distributive Education Clubs of America holds a competition for its members that encourages the practice of free enterprise. High school students enrolled in marketing education programs participate in role-play situations and case studies in eight areas, from food marketing to finance and credit service. Distributive Education Clubs of America, 1908 Association Dr., Reston, VA 22091. 703/860-5000.

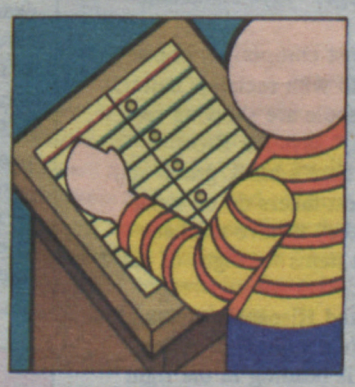
Computers

Scholastic's Story Tree Writing Contest is open to young fiction writers, grades one through eight, who create stories (750 words or less) that branch out to many different endings using Story Tree computer software. The first prize winner and his or her teacher will receive Apple IIc computers. Scholastic Story Tree Writing Contest, Dept. WW, 730 Broadway, New York 10003. 212/505-3000.

Driver Education

Local chapters of the National Student Safety Program compete each year in chapter safety programs, top traffic safety, and consumer product safety. National Student Safety Program, Central Missouri State University, Dept. of Safety, Humphrey Bldg., Warrensburg,MO 64093. 816/429-4626.

Driving skills and knowledge of the rules of the road can earn a student a $5,000 scholarship and the use of a Dodge for one year in AMVETS' Operation Driver Excellence competition. AMVETS, 4647 Forbes Blvd., Lanham, MD 20706. 301/459-9600.

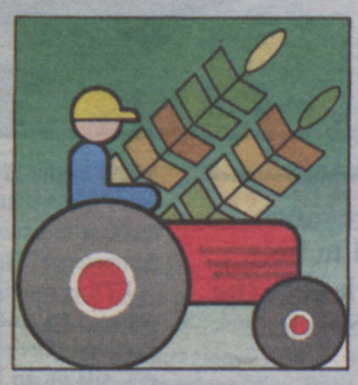


English/Speech

The National Council of Teachers of English sponsors the Promising Young Writers Award for eighth graders who demonstrate exceptional writing skills. Contestants write an impromptu theme, specified by NCTE. National Council of Teachers of English, attention Ron Marostica, 1111 Kenyon Rd., Urbana, IL 61801. 217/328-3870.

The Scripps-Howard National Spelling Bee is sponsored by 165 newspapers across the country; student participants must be sponsored through a daily, weekly, or Sunday newspaper in their area. Nation's top speller receives $1,000, a trophy, a plaque for his or her school, and education-oriented gifts from Encyclopedia Britannica and the Zenith Corporation. Scripps-Howard Newspapers, 1100 Central Trust Tower, Cincinnati, OH 45202. 513/977-3000.

The National Forensic League holds a tournament to determine national champions in debating, original oratory, extemporaneous speaking, dramatic interpretation, and humorous interpretation. National Forensic League, 114 Watson, Ripon, WI 54971. 414/748-6206.



Horticulture/Agriculture

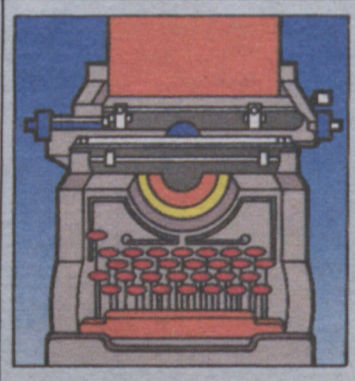
The National Junior Horticultural Association sponsors contests for students age 15 to 22 in speech, production and marketing, demonstration, reports, and achievement leadership, and for students under age 15 in gardening, experimental horticulture, environmental beautification, and plant propagation. NJHA, 5885 104th St., Fremont, MI 49412.

Industrial Arts

Bridge building, safety poster, and dream house contests are among the many competitions held during the American Industrial Arts Student Association conference. AIASA, 1908 Association Dr., Reston, VA 22091. 703/860-9000.

Interdisciplinary

The U.S. Academic Decathlon is open to six-member teams of 11th and 12th graders—two A students, two B students, and two C-or-below students. Events include objective tests in six curriculum areas, essay writing, planned and impromptu speeches, and personal interviews, plus the "super quiz." Nine college scholarships are awarded. USAD, c/o World Book, Merchandise Mart Plaza, Station 99, Chicago, IL 60654. 800/227-USAD.



Journalism

Time Magazine's Education Program awards college scholarships of $5,000 each to four high school students for outstanding expository writing. Categories correspond to sections and features of *Time*. $500 also awarded to student submitting best cover design, political cartoon, chart, or diagram. *Time* Education Program, 10 North Main St., Suite 301, Yardley, PA 19067. 800/523-8727.

The National Scholastic Press Association sponsors spring and summer competitions for 10th and 11th grade journalists who send samples of their work and letters from sponsoring teachers. Twelve All-American Scholar Award winners are eligible to attend a summer journalism workshop at the University of Minnesota. National Scholastic Press Association, 620 Rarig Center, 330 21st Ave., S., University of Minnesota, Minneapolis, MN 55455. 612/373-3180.

Student publications compete against a standard of quality—not against each other—in the annual newspaper, yearbook, and magazine contests sponsored by Columbia University's Scholastic Press Association. Columbia Scholastic Press Association, Box 11, Central Mail Room, Columbia University, New York, NY 10027. 212/280-3311.

Science

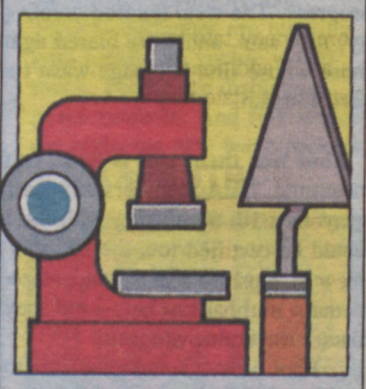
Ninth through twelfth graders who build a battery-powered device and write a description of it may win scholarships and trips to New York with their parents and teacher. Teachers of the top winners also receive prizes. Duracell, USA, Berkshire Industrial Park, Bethel, CT 06801. 203/796-4000.

Social Studies

The Citizen Bee is a new contest involving senior high students' knowledge of American history and government, being piloted this year in Delaware, Kansas, Arizona, and the Grand Rapids and greater Houston areas. Finalists will receive an all-expense-paid trip to Washington, D.C., to participate in a national competition, where the first-place winner will earn a $3,000 scholarship. Eric Goldman, Close Up Foundation, Citizen Bee, Suite 1500, 1235 Jefferson Davis, Hwy., Arlington, VA 22202. 703/892-5400.

National History Day sponsors a contest for students in grades six through 12. Contestants present papers or projects, perform, or give media presentations related to a specific historical theme. National History Day, 11201 Euclid Ave., Cleveland, OH 44106.

A six-week summer educational tour including New York City and the UN, Washington, D.C., Philadelphia, Gettysburg, Ottawa, and Niagara Falls is the prize for students age 15-17 in the United Nations Pilgrimage for Youth Competition. Students must either write an essay or pass an exam about the UN. Contact your local Odd Fellows or Rebekah Lodge.



Vocational Education

The Vocational Industrial Clubs of America's Skills Olympics judges VICA members' skills in 38 areas—from bricklaying to practical nursing. Winners receive gold, silver, and bronze medallions, and each student who reaches the nationals receives a certificate. Vocational Industrial Clubs of America, P.O. Box 3000, Leesburg, VA 22075. 703/777-8810.

Events such as dental spelling and medical spelling are among the 18 competitions at the Health Occupations Students of America conference for high school and postsecondary members. Competitors vie for gold, silver, and bronze medallions. Health Occupations Students of America, 4300 Highline Blvd., Suite 212-D, Oklahoma City, OK 73108. 800/321-4672. □

State Side

PACIFIC

California radio listeners are now hearing some straight talk about public education—thanks to a series of programs produced and distributed by the California Teachers Association (CTA).

The series, "Speaking of Schools," consists of five four-minute programs a week. Each features classroom teachers working with students or talking about such topics as class size or merit pay.

At last count, 62 commercial stations around the state were airing the CTA programs.

"Our purpose is to tell the people of California what's going on in their educational system," says CTA President Marilyn Russell Bittle. "We hope to generate greater understanding and broader support."

Meanwhile, CTA has posted a major victory for teachers' pocketbooks. Through heavy lobbying in the legislature, the Association won passage of a state law that exempts from federal income taxes the 8 percent of their salary that California teachers contribute to their retirement system.

A teacher earning $30,000, for example, will report—and pay federal taxes on—an income of just $27,600. The plan puts more money into teachers' pockets at no additional cost to school districts or state taxpayers.

NORTHEAST

Anyone with a college degree could be certified to teach in New Hampshire's public schools if the state board of education passes the controversial Alternative Five.

Previously, New Hampshire offered alternative routes to certification only for would-be teachers in shortage-plagued areas like math, science, English, industrial arts, and special education. Alternative Five would allow into the profession any college graduates with a 2.5 grade average who majored in the area they'd like to teach, show "exceptional promise," and put together a plan for getting certified within three years.

"We find it really ironic that the same state board that requires the continuous professional growth of teachers is now trying so hard to bring any warm body into the profession," says NEA-New Hampshire President Marilyn Monahan.

At press time, NEA-New Hampshire was pushing for a statewide salary increase to help keep teachers in the profession rather than opening the door to uncertified people, and Association members were preparing to voice strong objections to Alternative Five at a public hearing.

MID-ATLANTIC

The North Carolina Association of Educators (NCAE) is taking the results of its member survey on barriers to educational excellence and using them to garner local and state support for education reform.

The poll shows clearly why so few college graduates are entering the profession, NCAE leaders explain. More than a third of the Association's almost 44,000 members responded to the 90-question survey, with rather unsettling—if not unusual—replies. More than half the respondents say they aren't sure they'd choose teaching if they had the choice to make again. And only 14 percent say they'd recommend a teaching career to others.

Teachers feel so negative, maintains NCAE, because of two obstacles cited again and again in the poll: "too much paperwork" and "too many nonteaching duties."

"We've been saying for years that 'time to teach' is of prime importance," reports NCAE President Gladys Graves. "Now our members have confirmed it."

The West Virginia Education Association (WVEA) is spearheading efforts to help the hundreds of education employees who suffered uninsured losses when the flood of the century damaged or buried their homes in early November.

WVEA took the lead in calling a meeting of representatives from the state's educational leadership organizations. Under WVEA's guidance, these organizations set up the West Virginia Education Relief Fund to provide help to flood victims.

Association reps throughout the state are collecting donations for the fund. Also, schools not affected by the flood are participating in WVEA's "Adopt-a-School" program, providing supplies to those that were flooded. And many teachers and students are individually contributing needed school supplies and personal items.

Damage to school buildings is estimated at more than $10 million, according to WVEA President Tom Vogel.

SOUTHEAST

Yet another merit pay scheme— —or rather, a "no merit, no pay" scheme—has surfaced, this time in Mississippi. The "performance appraisal and compensation plan" developed by a state board of education task force calls for teachers to pass a proposed new system of performance appraisals in order to get their regular raises. The alternative: a year-long salary freeze and an assistance program, followed by either an increment or nonrenewal.

At board-sponsored hearings around the state in early December, Mississippi Association of Educators members pointed out the pitfalls of a plan that offers teachers no job protection and makes no specific suggestions for improving instruction.

The American Federation of Teachers has given its complete support to the plan, as has the state's nonunion teachers organization. The legislature is due to make a decision in January.

WEST

Until last summer, Oklahoma teachers assumed they had the same right as other citizens to take a second job tending bar or waiting tables.

Then, in a July 1985 revision of state liquor laws, the Oklahoma legislature began to enforce a long-forgotten—but still extant—provision of the state constitution that forbids state or local government employees from working where liquor is sold.

In November, the Oklahoma Education Association, joined by the Oklahoma Public Employees Association, brought suit in the state supreme court.

"In enforcing this constitutional prohibition," argues OEA attorney Karen Long, "the state failed to show an interest in regulating public employees' activities that's compelling enough to justify overriding their U.S. constitutional rights to due process and equal protection of the laws."

OVERSEAS

As of January 1, the 8,000 teachers at Department of Defense Dependents Schools around the world have no longer had to supervise school lunchrooms, playgrounds, or buses.

Thanks to long-term lobbying efforts by the Overseas Education Association (OEA) and NEA, Congress passed a mandate in December calling for aides to help teachers with nonclassroom duties. Previously, aides had been limited to work in the classrooms.

There are some 1,000 aides working in the overseas system. OEA expects more will be hired under the new mandate.

OEA President Jack Rollins credits Sen. Ernest Hollings (D-S.C.) and Rep. Norman Dicks (D-Wash.) as being instrumental in getting the aides mandate through the appropriation committees that decide how the budget of government agencies—including the Department of Defense—will be spent.

"Teachers have always felt they should have less responsibility for nonclassroom duties and more time to instruct," says Rollins. "The mandate is a step in the right direction." □

HOW DOES YOUR STATE STACK UP?

Tax 'Effort' Varies Widely

The degree to which citizens are willing to tax themselves to support public services differs considerably from state to state.

Measuring this tax "effort" (tax revenue in relation to personal income) makes it possible to compare the productivity of different state and local tax systems, as well as the magnitude of public spending that different states' residents desire.

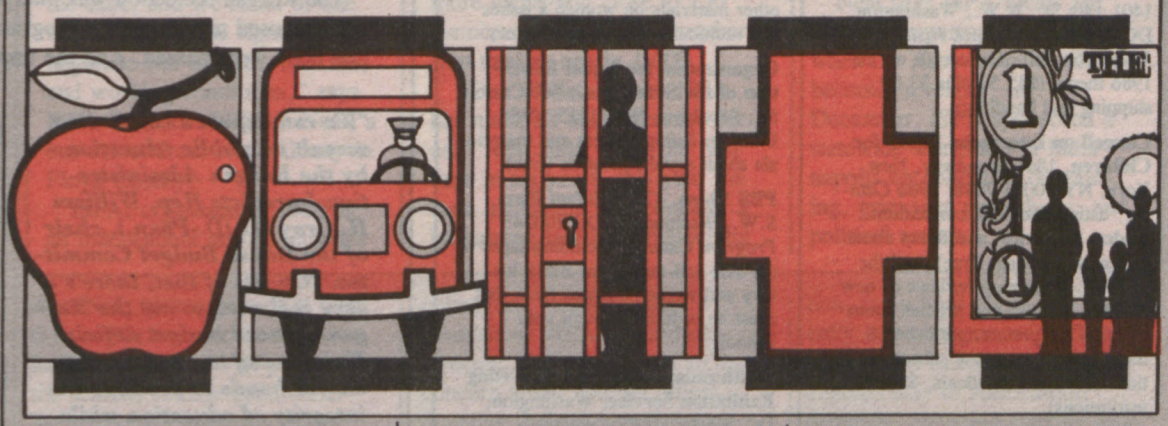
As the table shows, state and local taxes collected per $1,000 of personal income in 1983 (the most recent year for which data are available) ranged from under $80 in New Hampshire to more than $285 in Alaska.

What does tax effort signify to educators? It can mirror the commitment of taxpayers to finance public services—principally public education. A relatively high state-local tax effort generally reflects the desire of a state's citizens to support a variety of services—such as education, transportation, corrections, health, and welfare—depending on their preferences and needs.

States at or near the bottom of this tax effort list may be forgoing revenue, given their ability to generate tax dollars. This, in turn, could be one reason why funds for local schools and other vital public services fall short of citizens' expectations and educators' goals.

State and Local Tax Collections Per $1,000 of Personal Income

1. Alaska	$285.36	14. Iowa	$109.42	26. Illinois	$101.19	39. South Dakota	$92.80
2. Wyoming	205.01	15. New Mexico	107.97	27. California	100.84	40. Kansas	92.16
3. New York	145.44	16. Massachusetts	107.40	28. Delaware	100.52	41. Idaho	91.56
4. District of Col.	135.42	17. Washington	107.22	29. Arizona	99.87	42. Colorado	91.33
5. Wisconsin	125.49	18. Utah	107.08	30. Ohio	98.08	43. Virginia	90.33
6. Minnesota	123.67	19. West Virginia	106.09	31. Nevada	97.49	44. Texas	88.36
7. Hawaii	120.25	U.S. Average	104.09	32. Connecticut	96.26	45. Alabama	87.27
8. Michigan	119.52	20. Maryland	103.87	33. South Carolina	95.62	46. Indiana	86.41
9. Montana	118.56	21. New Jersey	103.16	34. Mississippi	95.01	47. Arkansas	85.94
10. Oregon	114.41	22. Oklahoma	102.44	35. Kentucky	94.52	48. Missouri	84.86
11. Vermont	113.98	23. Louisiana	102.32	36. North Dakota	94.24	49. Tennessee	84.18
12. Rhode Island	110.90	24. Nebraska	102.23	37. Georgia	93.76	50. Florida	83.47
13. Maine	109.91	25. Pennsylvania	102.13	38. North Carolina	93.12	51. New Hampshire	79.09



HUMAN RIGHTS

History: Remembering Our Roots

Bettmann Archive

"If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again...."

—Sojourner Truth, speaking at the Akron, Ohio, Women's Rights Convention, 1851

One hundred and thirty-one years after Sojourner Truth delivered her scorching speech, the U.S. Congress officially recognized all that women have done to set the world "right side up." And 99 years after Sojourner's escape from slavery, Congress similarly recognized the accomplishments and contributions of Blacks.

These congressional actions have evolved into two annual observances, both coming up soon: Black History Month (February) and National Women's History Week (March 2-8).

Black History Month was inaugurated in 1926 by historian Carter G. Woodson. Originally called "Negro History Week," the observance seeks to fill gaps in American history, remind all Americans of their ethnic roots, and encourage mutual respect among all people.

This special month draws national attention to Black contributions during every period of American history—from 1619, when the first Blacks set foot in Jamestown, to the 1980s, when Africans began to emigrate to the U.S. to escape famine and war. The Black History Month theme for 1986 is *The Afro-American Experience: International Connection.*

National Women's History Week always includes International Women's Day—March 8—commemorating the day in 1857 when women, protesting low wages and 12-hour workdays in New York's garment and textile industries, demonstrated for improved working conditions and equal pay.

First observed in 1982, National Women's History Week raises public awareness about women's contributions to America's social, political, and cultural development. The week also serves to expose sexist practices that continue to limit the achievement of women and girls.

Celebrating Black History Month and National Women's History Week can invigorate a school. Both the week and the month offer occasions for sprucing up the building with student art, showing off student talent and achievement, tailoring special classroom activities, and reminding students of how deeply America's strength is rooted in America's diversity. □

—Mary Faber

A Cornucopia of Classroom Resources

To help students understand how far—and by what route—women and Blacks have progressed toward full recognition within U.S. society, the following organizations offer a variety of classroom materials.

Afro-Am Distributing Company, 910 South Michigan Ave., Suite 556, Chicago, IL 60605: *1986 Catalog*, listing records, filmstrips, and books for Black and multicultural studies (free).

The Associated Publishers, Inc., 1401 14th St., N.W., Washington, DC 20005: *1986 Black History Month Kit*, full of materials on the 1986 theme ($45.50 plus $3.00 shipping and handling).

Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023-7648: *1986 Catalog*, listing booklets, curriculum guides, filmstrips, and flyers about racism and sexism (free); and the *Bulletin*, containing reviews of new children's books and articles about children's literature (published 8 times per year; annual subscription—$14 for individuals, $20 for institutions).

Great Plains National Instructional Television Library, P.O. Box 80669, Lincoln, NE 68501-0669: *GPN Crossover Catalog*, listing Black, women's, and multicultural video programs (free, but must be ordered through your school's media center).

National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402: *1985-86 Resource Catalog*, listing posters, books, films, games, dolls, and manuals (free).

NEA Human and Civil Rights, 1201 Sixteenth St., N.W., Washington, DC 20036: *National Women's History Week*, a manual to help state and local affiliates observe the week (free).

NEA Professional Library, P.O. Box 509, West Haven, CT 06516: *NEA Catalog*, including books and other materials on women's issues and multicultural education (free).

Organization for Equal Education of the Sexes, Inc., 744 Carroll St., Brooklyn, NY 11215: *1986 Catalog*, listing posters and materials about equal education (free).

PBS Video, 475 L'Enfant Plaza, S.W., Washington, DC 20024: *Program Catalog*, including tapes for sale and rent about Black history and women's issues (free, but must be ordered through your school).

Smithsonian Institution Traveling Exhibition Service, Washington, DC 20560: *SITES Catalog*, including poster exhibitions about Black history and women's issues (free, but must be ordered through your school).

Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160: *Resources for Educational Equity* (catalog) and women's history flyer (free).

MISSING CHILDREN

The kids pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

Tammy Sue Rothganger
Born: 8-10-68.
Last seen: 5-16-84 in Eldon, Mo., in school.
5'7", 130 lbs., hazel eyes, brown hair, initial 'R' on left arm.

David Clayton Warner
Born: 1-30-71.
Last seen: 3-2-83 in Jefferson City, Tenn., leaving a fast food restaurant.
5'2", 110 lbs., brown eyes, blond hair.

Angelica Maria Gandara
Born: 2-5-74.
Last seen: 7-14-85 in Temple, Texas, walking home from grandmother's house.
4'10", 85 lbs., brown eyes, black hair, mole on nose.

WASHINGTON WATCH

Hill Forecast: Cloudy

A year ago now, a new Congress—the 99th—was about to be sworn in. It followed a 98th Congress (1983-84) that had been highly sympathetic to the needs of public education.

The 98th had passed the Education for Economic Security Act to improve math and science education; consistently appropriated more money for education than the Reagan White House requested; and reauthorized such child- and youth-benefitting programs as Head Start and the Vocational Education Act.

Given this record it seemed likely, in January 1985, that the 99th Congress would continue in the same direction.

But as everyone now knows, that's not what happened. In fact, where the interests of public education were concerned, many of the key bills considered in the 99th's first session were hostile. The right wing's agenda returned, with Administration-backed proposals such as vouchers to shift education resources from the public to the private sector.

There were positive votes in the first session, but all merely reauthorized existing programs. The House of Representatives passed an important reauthorization of the Higher Education Act, which contains the NEA-supported Professional Development Resource Centers. And Congress appropriated $50 million for asbestos abatement, reauthorized critical child nutrition programs, and extended the new math/science program.

But mostly the first session was an uphill struggle for education. A new effort to impose mandatory Social Security and Medicare coverage on public employees was accompanied by attempts to slash education funding across the board. In fact, at this point in the appropriations process, total education funding for fiscal 1986 is almost $700 million less than last year.

Obviously, the 99th Congress hasn't yet lived up to its promise. Essentially, Congress watchers say, that's because of two things.

The Reagan reelection was interpreted—especially by those who opposed new domestic programs—as a mandate for seeing that none were passed. And the unprecedented size of the fed-

"We can expect a continuing assault on public education by the Reagan Administration," predicts Rep. William H. Gray III (D.-Penn.), chair of the House Budget Committee. "On top of that, there's a very real need to cut the Reagan-induced budget deficit. We're going to have a fight on our hands to preserve the integrity of education while trimming the deficit."

eral deficit made reducing it the top priority for many legislators.

In fact, as 1985 wore on, it became clear there would be no major new federal programs in education—or in any other area—until the monumental debt was brought down.

But cutting the deficit was itself a process fraught with danger to education. In December, Congress passed the gimmicky Gramm-Rudman-Hollings bill, which is supposed to eliminate the deficit by 1991. Education lobbyists fear that in the process it will eliminate education funds to the tune of another $600 million in fiscal 1986 and as much as $2.5 billion in 1987.

Even tax reform had pitfalls for education. The original Treasury Department versions of this legislation would have ended the federal tax deduction for state and local taxes—the very lifeblood of public schools. Education supporters in and out of Congress fought hard to retain those deductions.

In prospect, the legislative battles of 1986 look incredibly difficult for the schools. The hostile proposals that weren't decided on in the first session are expected to carry over to the second, which begins in January.

It may just be that no important domestic legislation will pass in the 99th Congress. If that's so, observes House Budget Committee Chair William H. Gray III, "It will be up to citizens who care about public schools, and to school employees themselves, to use the 1986 congressional elections [when all 435 seats in the House and 34 in the Senate are up for grabs] to send the message that they're willing to pay for improved federal programs in education."

—Nancy R. Needham

Local Look

CALIFORNIA

San Francisco Classroom Teachers Association (SFCTA) members are calling it "the best agreement in decades." They're talking about the 9.5 percent salary increase they won in "reopener" negotiations on the last year of their three-year contract.

The new agreement also moves the anniversary date of the contract covering the city's 3,800 teachers to September 1.

"When San Francisco teachers were represented by an AFT affiliate," SFCTA President Judy Dellamonica explains, "the contract date was moved to November 1, which meant teachers were working under a two-month penalty each year." SFCTA removed that penalty by moving the date to September 1.

The pay hike provides 5 percent retroactive to September 1, 1985, and 4.5 percent effective February 1, 1986.

Thanks to perseverance and unanimity on their goals, SFCTA negotiators were able to make these gains in the midst of a bitter fight between the district superintendent and school board president, as well as major shake-ups in the school administration.

GEORGIA

Teachers in rural Walker County are on record as standing up for uninterrupted education no matter what—even when the entire school board has been recalled for alleged mismanagement of funds.

When disgruntled voters signed recall petitions this fall on all five board members, the school superintendent threatened that if even three (a quorum) were actually recalled, the schools might have to close for the 30 to 45 days allowed for electing new board members.

The Walker Association of Educators (WAE), representing more than 600 teachers, responded immediately, calling on citizens, state legislators from the area, state school officials, and the governor to attend the next board meeting (held, ironically, on the Monday of American Education Week) to develop a plan to keep education uninterrupted.

WAE was armed with a proposal of its own, worked out with the Georgia Association of Educators (GAE): the board should adopt a policy making the superintendent responsible for running the schools in the absence of a board quorum. The Associations also prepared to take legal action to protect teachers' pay and benefits if the schools actually closed.

Voters did recall all five board members, by margins of at least 6 to 1. But because the board had adopted the WAE proposal, the schools remain open under the temporary authority of the superintendent. Although Walker County has no school board as we go to press, the county's teachers didn't have to face a payless holiday season.

MINNESOTA

When the Minnesota Education Association collected three tons of food for the poor at its annual convention, two-and-a-half of those tons came from a single local—the Owatonna Education Association.

"This is the third year we've participated in the food drive," reports sixth grade teacher Diane Larson, "and each year we've doubled our contributions."

OEA raised $500 from its 225 members and purchased canned foods in bulk from a local canning company. The superintendent donated a school district truck to haul the items the 70 miles north to the Minneapolis convention site.

MEA contributes the food to a state shelter that provides for the poor.

"I'm very impressed with my colleagues," adds Larson, a member of MEA's board of directors. "They showed so much concern about helping others, donating their time and money to make the drive successful."

CONNECTICUT

With a whopping new contract settlement that boosts salaries by 16 percent the first year, 16 percent the second, and 12 percent the third (including a 2 percent annual increment), leaders of the Monroe Education Association (MEA) can't say enough about the power of political action.

In the last several years, the Connecticut Education Association has worked with MEA to combat an anti-education taxpayers group that had helped to consign Monroe's 226 teachers' salaries to 25th place among the 25 towns in wealthy Fairfield County.

For the November 1985 elections, MEA blanketed the town with campaign posters and ran ads in the newspapers, seeking to defeat one anti-education incumbent on the influential board of finance and to elect four friends of education to the school board. The local achieved both goals. And just one day after the election, the school board had apparently gotten the message. The eight board members agreed unanimously to Association demands, elevating starting salaries from the current $14,000 to $21,292 by 1988.

"With one single salary settlement, we've risen from 25 to 16th place in relation to other towns in the county—and managed to restore a lot of our self-respect," reports MEA President Lauren Cass. "And now we have the communication lines in place to see that we *remain* politically effective."

WEST VIRGINIA

Membership in the fastest-growing ESP local in West Virginia has climbed from 15 to 100 in just nine months, making the Mercer County Educational Support Personnel Association (MCESPA) the fourth biggest of the state's eight ESP locals.

MCESPA was born when 15 educational support workers felt the need for strong representation and decided to form a local of the West Virginia Educational Support Personnel Association, a statewide affiliate of the West Virginia Education Association.

From then on, membership—which has a potential of 500—has grown rapidly, thanks to lots of hard work by MCESPA officers and worker dissatisfaction with the independent organization that represented many of them.

MCESPA members include school cafeteria, maintenance, and custodial workers as well as teacher aides, bus drivers, mechanics, and secretaries.

MCESPA president Mackie Bailey credits cooperation between his unit and the teachers' local—the Mercer County Education Association (MCEA)—with strengthening both groups.

NEW YORK

When the New York Board of Regents held one of its 10 regional conferences in Buffalo this fall to gather ideas on improving teaching, some 100 Association members turned out to raise the issue of class size.

NEA-New York's largest local affiliate—the 3,450-member Buffalo Teachers Federation (BTF)—wants the state to mandate a maximum of 24 students in every K-12 classroom in the district. BTF had done its homework before the regents' hearing, conducting a survey that revealed class size as the number one teacher concern.

BTF President Phil Rumore also provided State Education Commissioner Gordon Ambach with a computer analysis showing class sizes in Buffalo schools ranging up to 35.

Concluded Rumore: "Without significant, state-mandated class-size reductions, all the reforms the regents have put forth won't be worth the paper they're printed on."

OKLAHOMA

A brand-new local has won the right to represent Oklahoma City's nearly 2,600 education support employees.

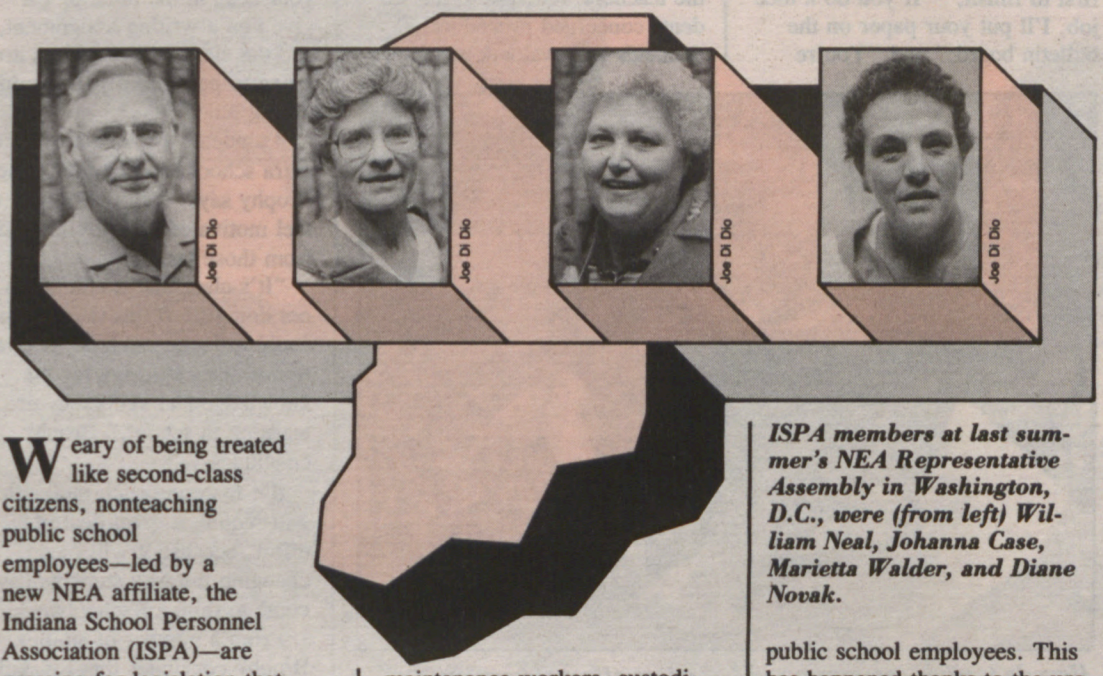
Education Support Employees-Oklahoma Education Association (ESE-OEA), founded just last January, defeated the previous bargaining agent, a local affiliate of the Laborers International Union, by a vote of 475 to 429 in a November representation election.

"Our people were tired of having to process their own grievances," explains ESE-OEA president Doffes "Doc" Whitson, a maintenance control analyst. "Some of us found out that with OEA-NEA affiliation we'd have real advocates to represent us. We convinced our coworkers that we were right."

Providing campaign support to ESE-OEA were the enthusiastic teacher members of OEA-Oklahoma City. *See related feature on page 9.* □

HOOSIER SUPPORT PERSONNEL SET SIGHTS ON BARGAINING

NEA Locals Lead the Charge



ISPA members at last summer's NEA Representative Assembly in Washington, D.C., were (from left) William Neal, Johanna Case, Marietta Walder, and Diane Novak.

Weary of being treated like second-class citizens, nonteaching public school employees—led by a new NEA affiliate, the Indiana School Personnel Association (ISPA)—are pressing for legislation that would grant them the same collective bargaining rights that certificated personnel now enjoy.

"We have 20 locals across the state, and we're all of one mind—to gain the right to negotiate our salaries, benefits, and working conditions," says ISPA President William Neal, a bus driver from New Albany in Floyd County.

ISPA, organized in 1980 as an independent group, includes maintenance workers, custodians, bus drivers, secretaries, paraprofessionals, food service workers, and nurses. Since affiliating with NEA in 1984, the unit has picked up two more locals and close to 150 members, bringing its membership total to nearly 1,000.

"Our affiliation with NEA has made all the difference for us," Neal adds. "For the first time in six years, this year the state legislature will consider a bargaining law for nonteaching public school employees. This has happened thanks to the urging of NEA, the commitment of the Indiana State Teachers Association, the determination of ISPA—and hard work from all of us."

Neal says ISPA locals are already preparing for the time when the Association's dream becomes a reality. In December, ISPA sponsored a statewide workshop in Indianapolis on collective bargaining, grievance procedures, and political action.

RESEARCH CLUES

Motivating Students: Watch What You Say

How many times have you said to yourself, "I could really teach this child if I could only make her *want* to learn"?

The folks at Michigan State University's Institute for Research on Teaching (IRT) have been looking into elementary student motivation, trying to identify ways teachers can stimulate it.

A research team led by IRT co-director Jere Brophy decided to find out what teachers say to motivate students, and if students are indeed motivated by what their teachers say. They spent about 100 hours observing classes, noting some 250 statements that six elementary teachers made in the process of presenting tasks to students, and comparing the levels of student "engagement" in each task.

In introducing tasks, "not one of the teachers made any reference to the fact that students could derive personal satisfaction from developing their knowledge or skills," Brophy reports.

The teachers tended to focus on student performance on the task, rather than on the value of the task itself, the team found.

Among the best examples of motivating statements that Brophy and his colleagues heard were things like "Remember, the essential thing is to do [the problems] correctly, not to be the first to finish," "If you do a nice job, I'll put your paper on the bulletin board," and "You're going to need to know fractions for math next year."

Joe Di Dio

How do teacher comments and behaviors affect elementary students' motivation to learn? The Institute for Research on Teaching is trying to find out.

But even these comments, Brophy reports, didn't go into enough detail to be very meaningful or memorable for most students. Many of the teachers' would-be motivating statements "had a perfunctory, go-through-the-motions-without-much-enthusiasm-or-conviction quality to them," he says.

Whatever positive effect even the best statements might have had, he adds, "was probably undercut by the fact that most of the teachers' remarks to the students concerned procedural demands and evaluations of work quality or progress, rather than descriptions of the task itself or what the students might get out of it."

Brophy and his team point to certain kinds of comments that definitely undercut motivation to learn (as opposed to motivation to get good grades): "If you finish by 10 o'clock, you can go outside," "Your scores will tell me whether we need to stay with multiplication for another week—if you're talking I'll deduct 10 points from your score," "Get your nose in the book or I'll give you a writing assignment," and the classic "My talkers are going to get a third page to do during lunch."

If students are taught to regard extra school tasks as punishment, Brophy says, they're unlikely to feel motivated to enjoy learning from those tasks.

"It's clear that teachers are not doing nearly as much as they could to foster intrinsic motivation in their students for the knowledge and skills they are learning in school," Brophy concludes.

But fostering such motivation will require a great deal of effort, because it will mean changing the way students have come to think of schoolwork.

From a number of studies, Brophy concludes that by sixth grade most students have apparently settled into a dull routine of doing assignments in order to get rewards (like good grades) and avoid punishments (like staying after school). They're motivated to *perform*, but not to *learn*.

"Students who are motivated to learn will not necessarily find classroom tasks intensely pleasurable or exciting," Brophy admits, "but they will take them seriously, find them meaningful and worthwhile, and try to get the intended benefit from them."

Brophy and his IRT colleagues have begun to identify and test strategies teachers can use to better motivate students to learn. For instance, they suggest, teachers should be enthusiastic role models, showing students what it's like to have an interest in learning and to enjoy it as a rewarding activity that produces personal satisfaction and enriches life.

They also suggest that teachers call students' attention to the academic benefits they're supposed to get out of each task they do; structure activities as learning experiences rather than tests; induce student curiosity or suspense; work to make abstract content personal, concrete, or familiar; and provide informative feedback.

A forthcoming IRT manual, *Socializing Student Motivation To Learn* (RS 169), will present some 24 specific phrases and behaviors teachers can use to stimulate student motivation. Price will be under $5; the manual will run about 50 pages. For more information, write to the Institute for Research on Teaching, Michigan State University, Erickson Hall, East Lansing, MI 48824-1034. □

TECH TALK

Of Integrated Software, Piracy, and Business Partnerships

An important software trend these days is toward integrated packages.

Instead of separate programs for word processing, database, and spreadsheet, you can buy one program that includes all three. Then, if you're using the word processing file of the package to develop a lesson plan, you can add information from the database you've set up in the same package.

Learning to use this integrated software takes time, but your effort will be rewarded with increased speed and efficiency.

More and more integrated programs are coming onto the market, so you should be able to find one with the features you want. To use the best integrated software, however, you need hardware with at least 256K of memory and a hard disk.

If you'll be using just one kind of program, on the other hand, there's no reason to get an integrated package. All three files would utilize disc space, and each individual file would be less highly developed than a separate product.

Meanwhile, the nation's software publishers are still trying everything they can think of to stop illegal copying of copyrighted programs. For one thing, they're devoting a lot of ingenuity to making it unnecessary to copy illegally. They can't afford to spend the money to develop programs if people are going to copy them instead of buying them.

Electronic Learning magazine has surveyed 39 major software publishers on their response to illegal copying. Some of the findings—

► 90 percent *copy protect* all or some of their software—that is, they design the disc so that the user's machine can use it but not copy it.

► 28 percent provide a network version for all their software, so that several micros can read it at the same time or it can be downloaded from one machine to several others. Another 5 percent provide network versions for some of their products. That way, people can easily get enough copies without breaking the law.

► 72 percent offer volume discounts.

► 62 percent offer lab packs of several copies of a program at a discount.

► 31 percent offer site licenses to schools, giving them permission to copy software on their premises for use only on their premises.

► Almost all publishers want schools to put away the back-up disk for emergency use if and when the master is damaged, so they won't have to wait for a replacement copy. After all, that's what back-up discs are supposed to be for—*not* for use as another working copy of the program.

Calling All Computer Buffs

If you've creatively integrated the computer into your curriculum, you're invited to tell the world through this column.

Send a brief description of your program, whom it's meant for, your objectives, and the equipment you use, along with your name, school, address, and a phone number where you can be reached during the day to Computer Curriculum Clearinghouse, c/o NEA Educational Computer Service, P.O. Box 70267, Washington, DC 20088.

Among the recent rash of companies demonstrating the benefits that school-business partnerships can bring is Control Data Corporation. CDC's 12 innovative Model Education Centers, housed in public schools, represent a systematic approach to the introduction of computers into the learning environment.

These centers effectively combine conventional computer-aided instructional materials with advanced types of student testing, evaluation, and record-keeping. They bring teachers with expertise in educational objectives together with CDC managers of technology—who help the teachers learn to manage that technology themselves.

Participating districts are committed to build time into the program for teachers to learn and to prepare and reflect on the computer-integrated curriculum for their school.

Texas, Utah, and the District of Columbia now require computer courses for all teacher certification, *Electronic Learning* magazine reports. Computer courses are required for some kinds of certification in nine other states: Illinois, Kansas, Montana, New Hampshire, New Jersey, Oklahoma, Oregon, Vermont, and Washington.

If you're in the market for such a course, you might want to check out a new 23-page document describing the computer education programs at more than 200 teacher training institutions around the country. The booklet is based on a survey by Leticia Ekhaml, assistant professor of media education at West Georgia College. Dr. Ekhaml's survey of members of the American Association of Colleges for Teacher Education found 50 master's degree programs in computer education, 12 doctoral programs, and eight specialist's degree programs.

The survey report is available from the NEA Educational Computer Service (ECS), P.O. Box 70267, Washington, DC 20088. Send $1 for postage and handling.

Also available from ECS is the *Yellow Book of Computer Products for Education*, a descriptive guide to teacher-tested software that's won NEA Teacher Certification. Price is $15 (ask for #NS004TG). □

—NEA Educational Computer Service

Meet:

Steve Jennings

Gary Dixon

Making the Schools Run—On Time

Oklahoma City's school support employees have chosen a fledgling NEA local—the Education Support Employees-Oklahoma Education Association (ESE-OEA)—to be their bargaining agent. The November 5 vote ousted the previous agent for the district's nearly 2,600 support staffers, the Laborers International Union (LIU).

A few days later, NEA Today *staff writer Nancy Needham visited ESE-OEA vice-president Gary Dixon, who's a maintenance control analyst at building service headquarters.*

What's going on here? The dispatcher keeps saying "ten-four" into his mike.
This room is where all work orders—requests for repairs or maintenance—come from the whole school district. We have a fleet of 30 radio-dispatched trucks that serve 104 sites in a 200-square-mile area.

The work orders usually come by interoffice mail. The ones that come by phone are emergencies. On a cold morning, heating systems break down and it can get chaotic. The dispatcher will sit there with a phone at each ear, maybe getting information from a custodian on one line and advice from the heating supervisor, who's out in his truck, on the other.

"Ten-four" means the same thing here—"understand"—as it does on police radio.

This is a huge warehouse of a building. Who works here?
About 160 of us are in maintenance. We have people in many crafts—electricians, plumbers, carpenters, welders, masons, glaziers (I used to be one), machinists, and more. We respond to 150 work orders on the average day. We do everything—including repairing clocks and VCRs—that building custodians don't do.

What do maintenance control analysts analyze?
Time and motion. We're efficiency experts, just like in *Cheaper by the Dozen*.

Our four jobs were created about five years ago, when the district set up a work management system to get rid of a tremendous backlog of repair and maintenance work.

We've been trained to observe workers doing jobs, such as replacing light switches. We record every motion they make—even allowing for what's called "PFD" ("personal fatigue delay")—time out, say, to smoke or look for a forgotten tool. We apply known time equivalents to each motion to figure out how long the entire task should take. You'd be surprised how close we can come to the actual time if we're given complete information to start with.

How does that improve efficiency?
We enter all the information that comes in on a work order into a computer. Then we can enter how long the job should take and, when it's finished, how long it actually did take. This is a big aid in planning the Center's work schedule.

Printouts by craft show each department what its workload is. Printouts by school show principals the status of every work order.

Incidentally, there are tremendous differences between schools: some never have repairs; some always do. It comes down to the kind of discipline the principals enforce.

How's the backlog?
It hasn't disappeared. Ideally, we should be doing more preventive maintenance and fewer repairs. But sometimes we have to drop everything and, say, convert schools for teenagers to schools for 10-year-olds, as we did last summer.

Management tends to use maintenance as a political football—to put some repairs ahead of others as a favor to somebody. When we computerized the work orders, the assumption was that jobs would be done on a first in/first out basis—except for emergencies—but that didn't last.

How good are your relationships with management?
We wouldn't have worked so hard to get ESE-OEA recognized as bargaining agent if we didn't see lots of room for improvement. Management has a way of solving real problems with gimmicks that undercut employees.

Such as?
Take the apprentice training program that was introduced in 1982, apparently to improve the efficiency of the maintenance staff. Many of us saw the program as a union-busting tactic. The apprentices were paid up to twice what people already here were being paid. Then we were asked to train them so they could be promoted to being our bosses! The effect was to create conflict among the employees. But the LIU agreed to go along with the program.

So you turned to OEA-NEA.
Yes. A year ago, my coworker Doc Whitson, the first president of ESE-OEA, checked out all the unions to see which group could best represent us. The OEA legislative program impressed us: it resulted in an 8 percent statewide salary increase for support personnel this year.

What do you hope to change?
We want a job security clause in the contract, specifying how a layoff would be handled. We want benefits that suit both part-time and full-time employees, including better health benefits. We'd like to see LIU's crazy 13-step salary schedule with 20 levels replaced, especially with language explaining that when you move from one level to a higher one, you shouldn't *lose* money.

Did the Oklahoma City teachers help you campaign?
OEA-Oklahoma City did. Their president came to all our meetings, and their reps helped us pass material to support staff in their buildings.

But OEA-OKC is not currently the bargaining agent for Oklahoma City teachers. An AFT local, which never showed any interest in representing us, is.

Do you want to be in the same unit as the teachers?
Ultimately, yes. In our current bargaining unit, in addition to maintenance workers, we have bus drivers and mechanics, custodians, secretaries and aides, food service workers, and campus police.

The way we look at it, we and the teachers are all in the same business. We get the kids to school and prepare safe, comfortable, workable buildings for them. Then the teachers can teach them. □

IN THE CLASSROOM

New Immigrants: Changing the Face Of Public Schools

The past decade has brought a massive new wave of immigrants to U.S. shores, many of them from war-torn countries. They bring a challenge—and a richness—to America's schools.

Ana spoke no English when she arrived at the Gardner Street Elementary School from El Salvador. She crept into her Los Angeles classroom and sat, eyes downcast, never smiling.

In November, when her teacher explained Veterans Day to the class and asked each student to draw a picture representing the holiday, Ana drew a baby in a coffin.

Ana is one of the tens of thousands of new immigrants who each year are entering America's public schools. They come from the refugee camps of Southeast Asia, the warfare of Central America, the poverty and famine of East Africa. They bring new languages, new cultures, and a unique set of challenges to our nation's schools.

"These children have gone through so much in their short lives," says Association activist Inola Henry, a fifth grade teacher at Gardner. "Two years ago I had a boy in my class whose father and brother were killed by the death squads in El Salvador. Another boy had just come from Russia with his mother. His father decided to stay in Russia—keeping my student's twin brother with him.

"There's so much pain, so much need, on these children's faces," Henry says, "and they try so hard. The school is the only place many of them have that gives them a sense of security, of self-worth."

Over a half-million newcomers are arriving in the United States each year, mainly from Latin America (39 percent) and Asia (30 percent). Some of them come with money, possessions, an education, and a command of English. But the majority—like their predecessors in the 1800s and early 1900s—arrive with only the clothes on their backs, fleeing war, poverty, or tyranny in their homelands, seeking freedom and opportunity in America.

Dan Loftin

"Immigrant children need compassion," says William Arroyo, professor of psychiatry at the University of Southern California Medical Center in Los Angeles, who works with recently arrived children traumatized by Central American warfare.

"Many of them have been the victims of violence themselves—or witnessed atrocities committed against their friends or families. These experiences can have serious mental health consequences," Arroyo explains. "And because resources for helping them are severely limited, much is left to the schools. Educators need to offer understanding and to acknowledge the trauma these children have been through."

The new immigrants are arriving in the nation's schools at a time when the federal government is curtailing its commitment to public education. Federal education funding has declined 21.5 percent in real dollars since fiscal year 1980. Bilingual education funds have been slashed 38 percent, federal aid for disadvantaged children nearly 20 percent. The programs, staff, and materials schools need to assimilate and educate the newest Americans are in woefully short supply.

"The most important thing is to make every child feel welcome and important," says Anita Buchholtz, a fifth grade teacher at Lincoln Elementary in West Chicago, Ill., whose classes over the past few years have included students from Latin America, Asia, and Africa. "We talk about the United States' being a nation of immigrants," she adds. "I have all my students research and give a presentation about the country they—or their ancestors—are from. We emphasize the richness that our varied backgrounds bring to our class, our school—and our nation."

Educating the new arrivals is an awesome but exciting task. "The rewards are incredible," says California's Inola Henry. "There's no way to describe the excitement you feel when a child who at the beginning of the year didn't even know how to hold a pencil—never mind speak English—begins to communicate and master concepts in her new language." □

—Heidi Steffens

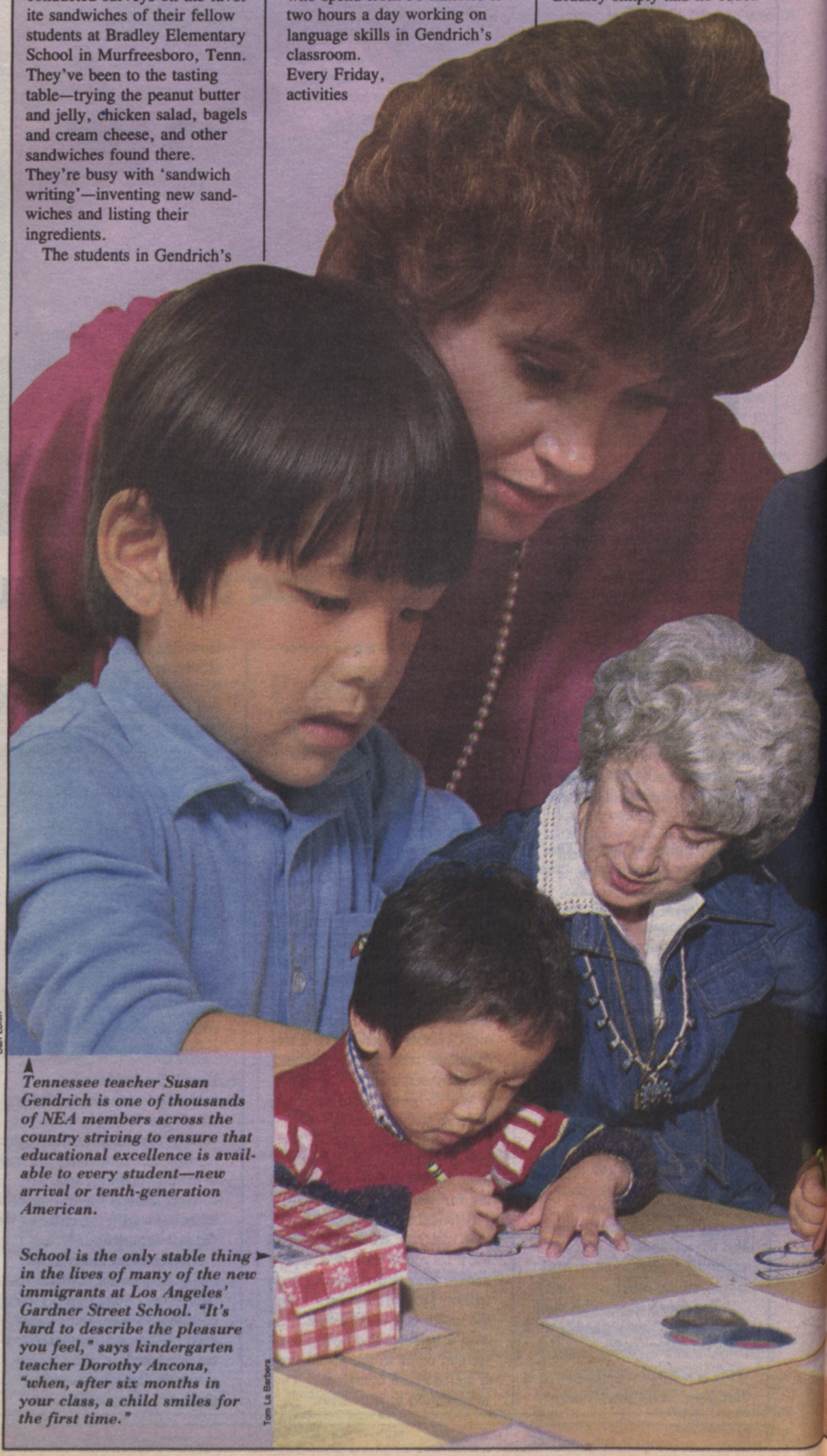
Staff Who Care in Murfreesboro, Tenn.

It's Sandwich Day in Susan Gendrich's classroom. The occasion is the Earl of Sandwich's 167th birthday. The activities are a lesson in writing, math, and a venerable American institution.

Gendrich's students have conducted surveys on the favorite sandwiches of their fellow students at Bradley Elementary School in Murfreesboro, Tenn. They've been to the tasting table—trying the peanut butter and jelly, chicken salad, bagels and cream cheese, and other sandwiches found there. They're busy with 'sandwich writing'—inventing new sandwiches and listing their ingredients.

The students in Gendrich's classroom come and go as the school day progresses. They're the children of Laotian immigrants and Japanese executives at the Nissan plant that sits between this town and Nashville, 25 miles away. They're all limited English speakers who spend from 30 minutes to two hours a day working on language skills in Gendrich's classroom. Every Friday, activities center around cultural events like Sandwich Day.

Back in the fall of 1980, Bradley Elementary faced a crisis. Seventeen new students, the children of Laotian refugees, had just enrolled. They spoke little or no English—and Bradley simply had no educa-



Dan Loftin

▲ *Tennessee teacher Susan Gendrich is one of thousands of NEA members across the country striving to ensure that educational excellence is available to every student—new arrival or tenth-generation American.*

School is the only stable thing ► *in the lives of many of the new immigrants at Los Angeles' Gardner Street School. "It's hard to describe the pleasure you feel," says kindergarten teacher Dorothy Ancona, "when, after six months in your class, a child smiles for the first time."*

Tom La Barbera

TEACHING THE NEWEST AMERICANS

tional program for them.

"A week before school started," Gendrich recalls, "I received a call asking if I'd take on this program. There were no materials, no one who spoke Lao—nothing."

Over the past five years, the program has grown to 70 students, about evenly divided between Laotians and Japanese, and three aides, one of whom speaks Lao. Gendrich, the 1985 Tennessee Teacher of the Year, developed her own curriculum and materials, which have become a model for similar programs throughout Tennessee.

"Research and common sense tell us that if children can identify with the culture, they're going to have more success learning the language," says Gendrich. "So I make a concerted effort to integrate them into the school and community."

Gendrich explains that, academically, her Japanese and Laotian students have similar needs. Both groups come from upper-middle class families and have solid educational backgrounds. But most of the Laotian families lost everything in the trauma that engulfed Southeast Asia.

"The look in their eyes is so scared, so lost—and at the same time brave," she says, "They're feeling so much, while trying not to feel. You want to reassure them—to help them recapture their dignity and self-esteem."

Gendrich credits the entire school staff and a supportive community for the success of her Asian students.

"Five years ago we didn't have a lot of knowledge about working with non-English speakers," she says. "But we did know what's good for children. We cared—and we all pulled together to make this program work." □

Dan Lotin

Jeff Scheid

Staff at Las Vegas High see their new immigrant students as an educational resource—and a source of pride. "These teenagers are so highly motivated," says teacher Claudette Willems, "it's a pleasure to teach them. Some of my students work a 40-hour-a-week job—and yet never miss a day of school. They're excited, enthusiastic, they want to learn."

School Pride in Las Vegas

"He picked up...." Tuan pauses, unsure of the next word.

"*His*," whispers Roberto from a neighboring desk.

"His notebook!" Tuan completes the sentence with a flourish. Claudette Willems beams and writes the possessive pronoun on the blackboard. Willems' reading class for non-English-speakers is part of the InterLanguage Core (ILC) Program at Las Vegas (Nevada) High School. Her students—new immigrants mainly from Central America and Southeast Asia—take ILC courses in English, math, and social studies until they've mastered sufficient English to take mainstream academic classes.

"I have teenagers who've never been in a school before," Association member Willems explains.

Las Vegas High's 2,000-plus students were born in 47 different countries. About 130 of them are new arrivals to America's shores, drawn to Las Vegas by the availability of jobs in the city's expanding tourist economy.

The school's diversity is a source of considerable pride. "We view our multiculturalism as an asset," says principal Mike Edwards.

Just five years ago, the student body was almost 80 percent white. This year, it's about 20 percent Hispanic, 20 percent Black, and 12 percent Asian. And, notes Edwards, standardized test scores have been going up during these years of transition.

"Many of the new immigrants have experienced so much horror, so much tragedy," says Jill Leone, a Chapter 1 reading teacher. "I have a Cambodian girl in one of my classes who watched her mother starve to death."

The Las Vegas High staff makes a concerted effort to welcome newcomers to the school. Special programs, activities, and clubs focus on the students' ethnic and cultural diversity as a source of knowledge and pride.

"These kids add so much to our classes when they're mainstreamed," says Association activist Doug Jydstrup, who teaches government. "They're interested and motivated. They bring a different perspective—and a richness—to our school." □

A Safe Haven in Los Angeles

Gardner Street Elementary School is an oasis—a safe haven from what for many of its students is a hostile world. The school sits a block off Sunset Boulevard in Hollywood, Calif. The underground passageway students once used to cross the busy street has been closed—made unsafe by the drugs, prostitution, and crime that now permeate this neighborhood of crowded housing and transient hotels.

West Hollywood is a port of entry, a stopping off place for families from Central America, Southeast Asia, and Eastern Europe. As the immigrants gain a foothold in their new land, they move on to more prosperous, settled neighborhoods.

But they'll have trouble finding a better school. For within Gardner's walls are staff who care—who always find time to talk with a parent, ask why a child looks sad, pat a back, give a word of encouragement.

"Many of our new children have gone through incredible trauma," says Wilma Shannon, Association building representative and a first grade teacher at Gardner. "They need to feel cared for, protected, safe.

"Many have never been inside a school before, so they need to be taught basics we usually take for granted."

Over one-fourth of Gardner's 520 students are officially classified as having limited English proficiency. They come from more than 26 nations and speak 15 different languages.

"Our students have a wide range of language proficiency and academic potential," says principal Marta Acosta. "Even though we receive some federal impact aid and district bilingual funds, we simply don't have the money or staff to provide bilingual education in 15 different languages."

The school's instructional program groups all students by achievement for reading—and in the upper grades for math, science, and social studies as well. Since all students change classes, no stigma is attached to the lower-level groups.

A peer tutoring program operates both within classrooms and across grade levels, pairing English-speaking students with children who have the same native language but little or no English proficiency.

But Gardner's staff members worry that despite their best efforts, their students' many needs are not being fully met.

"Last year I had a boy named Rogelio from El Salvador in my class," Wilma Shannon recalls. "His hands were always balled into fists—constantly ready to fight. He was hostile because his world was hostile. It took all year before he began to relax."

"As educators we simply must address the trauma of these children from war-torn countries," says Marta Acosta. "We have to build their self-esteem, their dignity. They need the basics of education. They also need nurturing and the knowledge that we accept them, their languages, their cultures—their lives." □

—H.S.

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The Book of Distinguished American Women. Vincent Wilson, Jr. Portrays in words and pictures the lives of such important American women as Susan B. Anthony, Frances Perkins, and Gertrude Stein. 110 pp. $4.50 plus 75¢ postage and handling, prepaid. Order Dept., American History Research Associates, P.O. Box 140, Brookeville, MD 20833.

Women's Legal Rights in the United States: A Selective Bibliography. Joan Ariel *et al*. Identifies sources of current, accessible materials on women's legal rights and responsibilities. 64 pp. $3.95. American Library Association, Publishing Services, 50 East Huron St., Chicago, IL 60611.

RETIREMENT

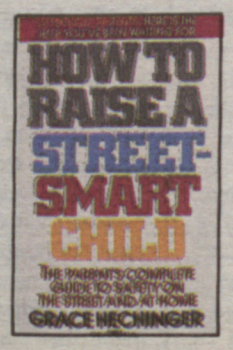
Planning Your Retirement Income. Grace W. Weinstein. Covers the preretirement basics—Social Security, pensions, personal savings (including IRAs), annuities. No. 634. 28 pp. $1 prepaid (bulk rates available). Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016.

HEALTH

Drugs: Facts for Decisions; Tobacco: Facts for Decisions; Alcohol: Facts for Decisions. Easy-to-read, factual texts on the dangers of drug and substance abuse, with related student exercises. Each volume, $2.45; student exercises: single set 28¢; set of 25, $6.50. Prepay orders under $15 and add $1 for postage/handling. New Readers Press, Division of Laubach Literacy International, Box 131, Syracuse, NY 13210.

SAFETY

How To Raise a Street-Smart Child. Grace Hechinger. Tells parents how to train their children to avoid danger when they're alone at home or on the street. 235 pp. $3.95. From booksellers, or by credit card mail order (for $1 more) from Fawcett Crest at 800/638-6460.



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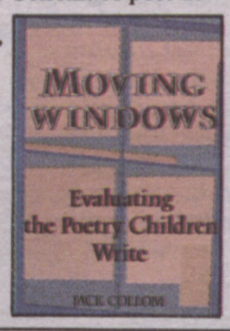
FREEBIES

1001 Things You Can Get Free. Lists all kinds of free materials available from such sources as foreign embassies, trade associations, and corporations. 61 pp. $1.98 plus 50¢ for shipping (bulk rates available). Jetco Industries, Box 85, Livingston, NJ 07039.

ENGLISH

Moving Windows: Evaluating the Poetry Children Write. Jack Collom. A poet-in-the-schools evaluates hundreds of students' poems and describes the assignments that evoked them. 180 pp. $9.95 plus $1 shipping. Teachers & Writers Collaborative, 5 Union Square West, New York, NY 10003.



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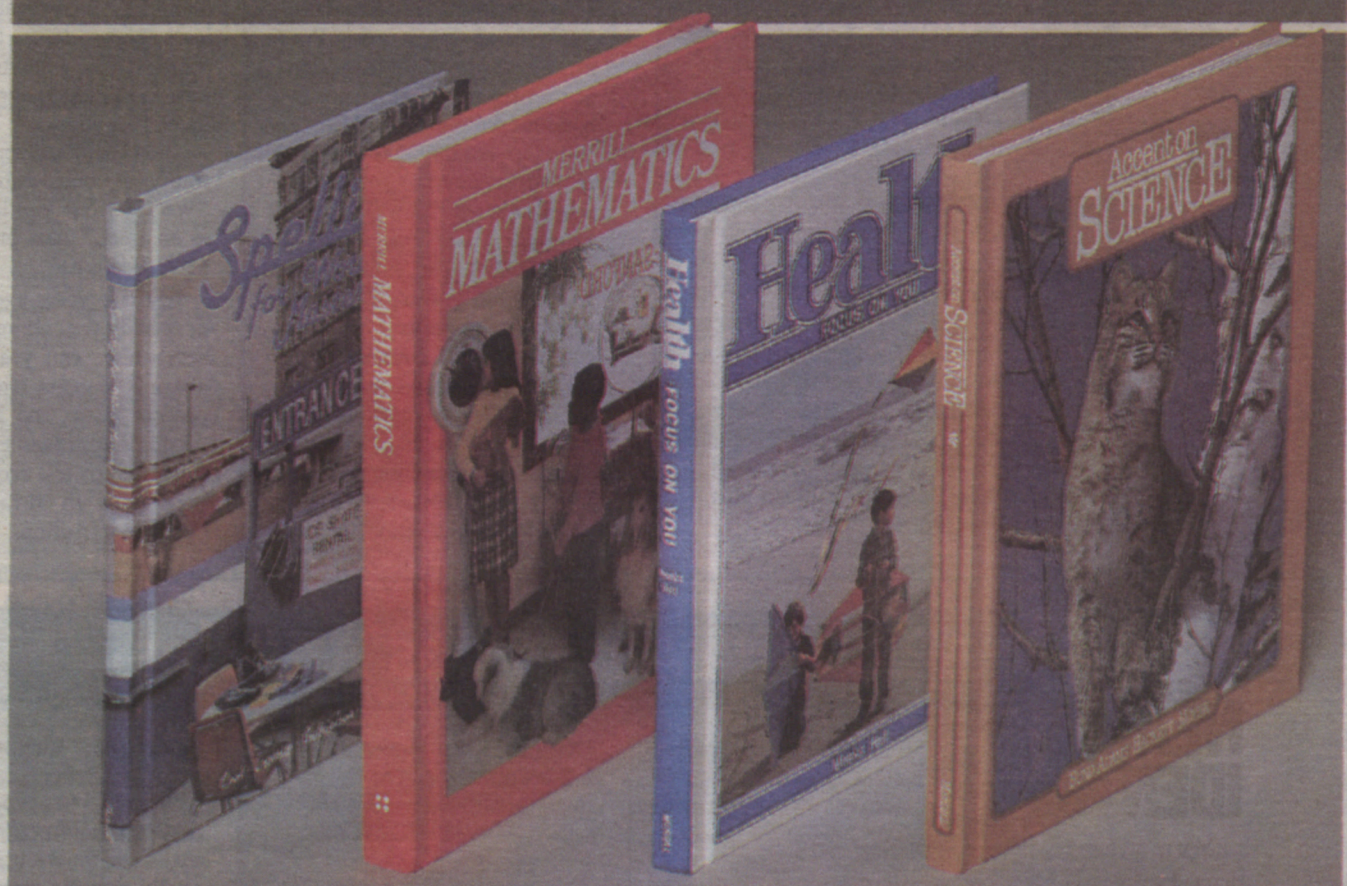

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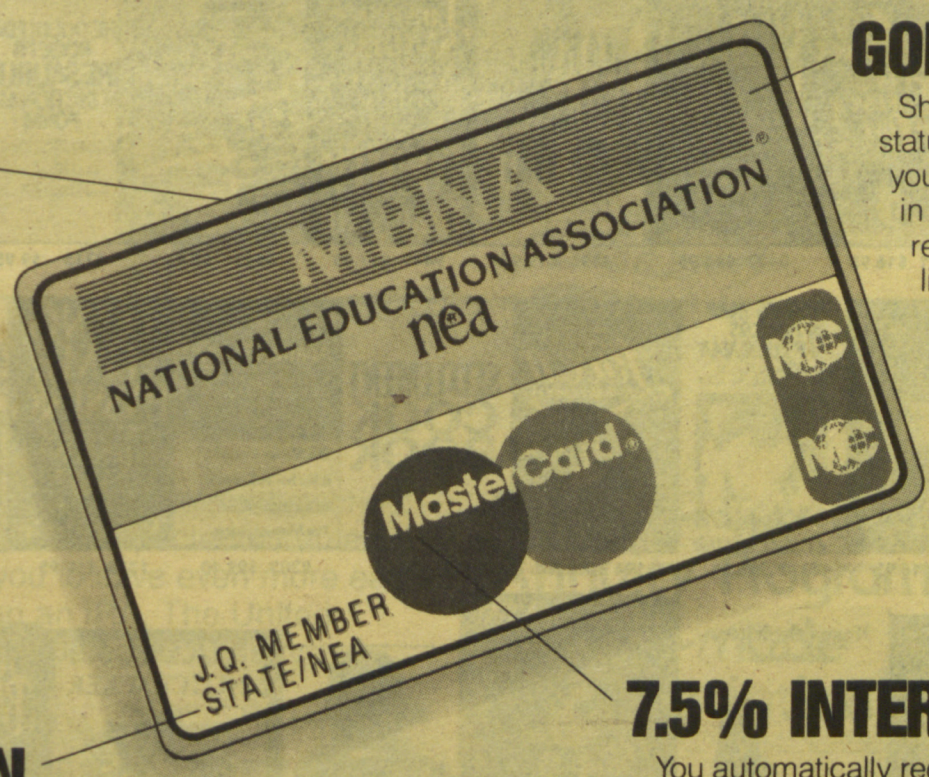

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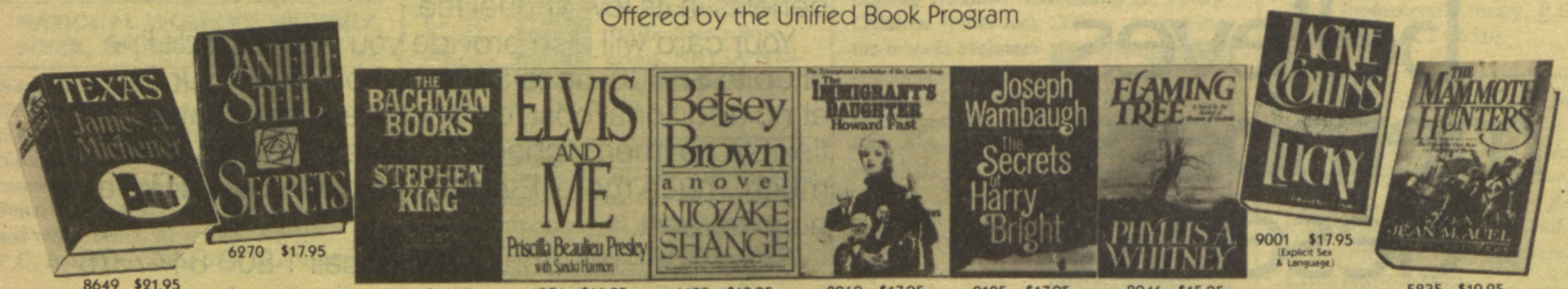

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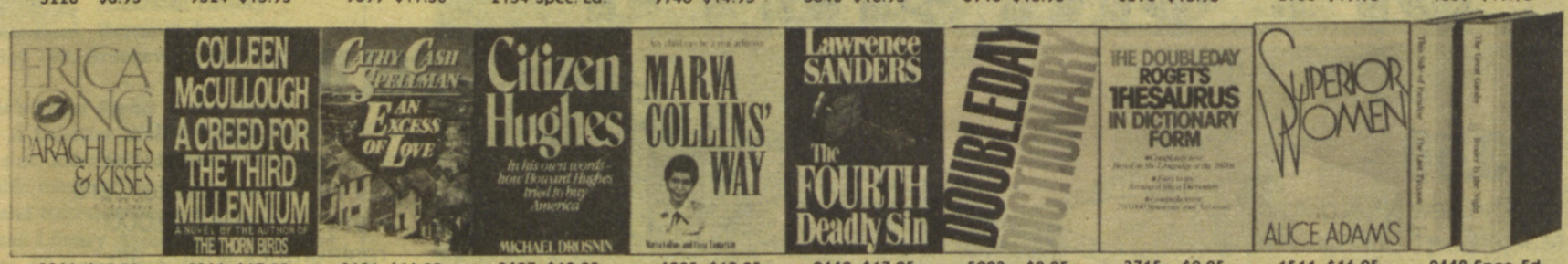

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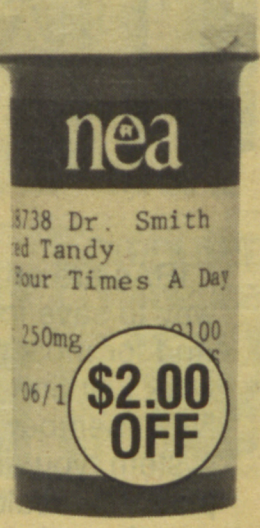

1 ORDER FORM

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Product No.	Qty.	Product	Sale Price	Net Total
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997736301		Q-Vel #100	11.95	
067033950		Maalox Plus Tablets #50	2.05	
081001824		Actifed Tablets #24	2.85	
081001855		Actifed Tablets #100	8.95	
045049960		Extra-Strength Tylenol Tabs #100	5.65	
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			Missouri residents add 5.6% sales tax:	
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127 West Markey Rd.
Belton, Missouri 64012

People

Royce L. Bair

Vietnamese, Cambodian, and Laotian refugee children at Salt Lake City's Washington Elementary School have something in common with their English-as-a-Second-Language (ESL) teacher, Association member **Luc Pham**. They're all Boat People—South Vietnamese who have fled since the 1975 fall of Saigon.

Pham spent three years at hard labor in a communist concentration camp—where he was also tortured—before escaping in 1978.

When he came to the U.S., Pham was fluent in Vietnamese, French, and English. Since then he's improved his Cambodian and Laotian and learned Spanish as well. (Some of his ESL students are from Mexico.)

The Southeast Asian students arriving in the U.S. now, Pham says, "have typically spent two or three years in refugee camps in Malaysia, Thailand, or Indonesia. There are no schools in the camps, so they're behind academically."

Pham, who is Salt Lake City's 1985-86 teacher of the year, teaches the students basic skills in their native languages and starts them on ESL.

"Most are ready to be mainstreamed after two years," Pham says. "I notice that despite the tragedies they've known, the more they interact with other children, the more their picture of the past becomes blurred."

Happiness is sharing different cultures with students and friends. So say two Overseas Education Association members who teach at Department of Defense dependents schools near Frankfurt, West Germany.

Rosann Place, a fifth grade teacher at Giessen Elementary, sponsors her school's song-and-dance troupe. Its 40 student-members perform a sampling of international music and dance in school auditoriums all over West Germany. Rosann often draws on her 10 years' training in Irish folk dancing to teach jigs and reels, both to the group and to her fifth graders.

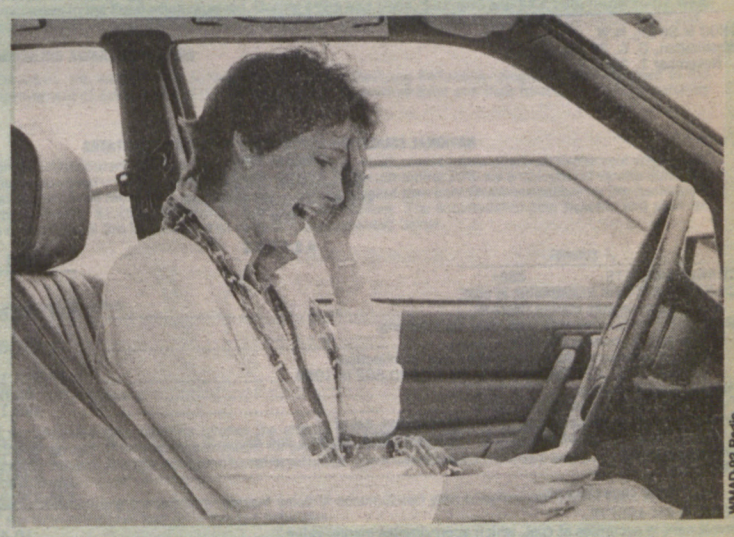
Her husband, **Will**, Association area director for Germany North Central and a social studies teacher at Giessen High, coaches a German-American football team that plays a 14-game season in a 16-team German league.

American football is very popular in Europe, and many towns sponsor their own teams. Bad Homberg, a small town near Giessen, pays the expenses for Will's team.

Shirley Riemer

Although the teams do include American players, they're basically German. League rules prohibit more than two Americans from playing in any game at the same time.

"Still," notes Will, "when Americans and Germans work as a team for a common goal, the result can only be a boost to international relations."



WMAD-92 Radio

Exotic automobiles are rarely sighted in school parking lots. But each school day, Association member **Jeanne Tomashek** parks her sleek, blue, $28,000 Mercedes Benz 190E in the Horicon (Wisc.) Elementary School parking lot, right next to the Fords and Chevys.

Her colleagues share the elation Tomashek still feels over her luck at winning a Madison radio station's promotional giveaway last June. Tomashek, an art teacher, was one of thousands of listeners who spent an hour dialing their fingertips raw in the attempt to be caller number 92 to WMAD 92.

Besides making mincemeat of phone service in the Madison area, the contest briefly made Tomashek a media star. Ironically, she had just sold her six-year-old Honda and was looking for a replacement.

"I plan on keeping this car a long time," she says.

Ice skating was Melinda Wright's first career—and her first love. Now an English teacher at Western High School in Las Vegas, she's equally pleased with her second career.

Wright spent 23 years as a professional skater. Immediately after graduating from high school, she joined the Ice Follies, a national touring show. She later toured with an international company—and in 1969 settled down with the "Spice on Ice" show at a Las Vegas hotel.

It was then that Wright began thinking about a second career. She started taking courses at the University of Nevada, discovered English was her favorite subject, and was urged by her professors to consider teaching.

She doesn't regret following their advice. After years of studying by day and skating by night, Wright earned both her master's degree and her teaching credential. She taught at the university level for several years and retired from professional skating in 1981. She began teaching English at Western two years ago.

"Skating is a fairly short-lived career," she says. "I pushed it into my 40s, which is about as long as you can skate. The fact is, I've been exceptionally lucky. How many people can say they've had two great careers—and loved them both?"

Ron Mesiros

YOUR DUES DOLLARS...

Financial Report to Members

From NEA Secretary-Treasurer Roxanne Bradshaw

Joe Di Dio

The auditing firm of Coopers & Lybrand has completed its review of NEA's financial condition as of August 31, 1985. A complete report of the audited financial statements is printed here. On page 15 we've also highlighted the program expense section with a pie chart showing just how your dues dollars serve the best interests of our public schools and facilitate your own efforts to make those schools models of excellence.

Coopers & Lybrand
Certified Public Accountants

To the Executive Committee and Members of the National Education Association of the United States

We have examined the balance sheets of the General Fund and the Capital Improvement Fund of the National Education Association of the United States (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1985 and the related statements of activity and changes in financial position of the General Fund for the year then ended. We have also examined the consolidated balance sheet of the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1985 and the related consolidated statements of activity and changes in fund balances for the year then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. The financial statements of the National Education Association of the United States for the year ended August 31, 1984 were examined by other auditors whose report, dated November 2, 1984, expressed an unqualified opinion on those statements.

In our opinion, the 1985 financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1985, the results of operations and changes in financial position of the General Fund, and the results of operations of the Special Purpose Funds for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

1800 M Street, N.W.
Washington, D. C. 20036
November 1, 1985

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND
BALANCE SHEETS
AUGUST 31, 1985 AND 1984
(Note 2)

ASSETS

	1985	1984
CURRENT ASSETS:		
Cash and short-term investments at cost, which approximates market (Note 9)	$11,474,879	$ 9,359,480
Membership dues receivable from state associations:		
Notes, current portion (Note 4)	192,884	445,419
Other, net of reserves for cancellations and uncollectible amounts of $1,272,089 in 1985 and $1,020,602 in 1984	13,513,170	12,700,134
Notes receivable—other	64,626	83,003
Publication and advertising receivables	493,117	375,650
Amounts due from affiliates and other organizations, net of reserve for bad debts of $50,000 in 1985 and 1984 (Notes 2 and 3)	538,405	213,675
Prepaid expenses	2,460,186	2,739,843
Other assets	634,052	729,266
Total current assets	$29,371,319	$26,646,470
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable—dues, long-term portion (Note 4)	38,845	155,382
Property under capital leases, net of accumulated depreciation of $2,534,587 in 1985 and $1,936,629 in 1984 (Notes 2 and 5)	521,993	1,119,951
Equipment at cost, less accumulated depreciation of $3,711,762 in 1985 and $2,111,679 in 1984 (Note 2)	2,615,349	3,438,326
Total long-term assets	3,186,657	4,724,129
Total general fund assets	$32,557,976	$31,370,599

LIABILITIES AND FUND BALANCE

	1985	1984
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	$ 4,585,243	$ 4,991,778
Accrued fringe benefits	2,427,643	2,466,796
Amount due to Special Purpose Funds (Notes 2 and 3)	3,413,390	3,393,918
Amount held for affiliates and other organizations (Note 3)	356,250	374,846
Obligations under capital leases (Note 5)	495,972	830,564
Total current liabilities	$11,278,498	$12,057,902
LONG-TERM LIABILITIES:		
Accrued severance pay	2,196,726	2,116,842
Obligations under capital leases (Note 5)	217,347	579,466
Total long-term liabilities	2,414,073	2,696,308
Total general fund liabilities	13,692,571	14,754,210
COMMITMENTS AND CONTINGENCIES (Notes 5, 10, and 11)		
FUND BALANCE	18,865,405	16,616,389
Total general fund liabilities and fund balance	$32,557,976	$31,370,599

The accompanying notes are an integral part of these financial statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND
STATEMENTS OF ACTIVITY
FOR THE YEARS ENDED AUGUST 31, 1985 AND 1984
(Notes 1 and 2)

	1985		1984
	Budget	Actual	Actual
REVENUES:			
Membership dues	$89,582,000	$90,386,193	$82,344,868
Interest and investment income	450,000	661,439	806,328
Fees and services, principally from affiliates and other organizations	300,000	288,264	287,731
Total revenue	90,332,000	91,335,896	83,438,927
EXPENSES BY AREA:			
Affiliate services	34,965,693	35,326,482	32,191,805
Communications (Note 2)	11,217,616	10,826,547	9,949,982
Government Relations	2,949,945	2,875,693	2,547,501
Human and Civil Rights	2,445,452	2,618,062	2,263,192
Instruction and Professional Development	3,118,948	2,806,388	2,737,103
Legal Services	8,325,439	7,642,895	6,557,463
Political Affairs	1,871,580	1,849,889	2,033,106
Research	4,373,295	4,051,311	4,139,250
Administration	7,058,518	7,473,435	6,576,073
Business and Finance	4,295,061	4,197,045	3,982,259
Data processing	4,419,485	4,245,317	4,138,536
Governance	5,280,792	5,173,816	4,502,632
Total expenses	90,321,824	89,086,880	81,618,902
Excess of revenues over expenses	$ 10,176	2,249,016	1,820,025
Fund balance, beginning of year		16,616,389	14,796,364
Fund balance, end of year		$18,865,405	$16,616,389

SCHEDULE OF GENERAL FUND EXPENSES BY TYPE
FOR THE YEARS ENDED AUGUST 31, 1985 AND 1984

	1985	1984
SALARIES AND BENEFITS (Note 8)	$27,998,263	$26,456,427
GRANTS TO, AND JOINT PROJECTS WITH, STATE AND LOCAL ASSOCIATIONS	23,685,958	21,607,278
KATE FRANK/DUSHANE FUND EXPENDITURES (Note 6)	5,367,958	4,401,890
TRAVEL	8,812,601	8,389,968
PUBLICATION COSTS, NET OF ADVERTISING INCOME (Note 2)	3,704,854	3,041,497
OUTSIDE SERVICES (including consultants, legal and audit)	9,578,490	8,187,956
MACHINERY RENTALS, REPAIRS, MATERIALS, AND SUPPLIES	4,680,284	3,414,326
OFFICE EXPENSES (including telephone, office supplies and utilities)	2,953,811	3,125,376
ADMINISTRATIVE EXPENSES (including interest, insurance and rent)	2,304,661	2,994,184
Total expenses	$89,086,880	$81,618,902

The accompanying notes are an integral part of these financial statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND
STATEMENTS OF CHANGES IN FINANCIAL POSITION
FOR THE YEARS ENDED AUGUST 31, 1985 AND 1984

	1985	1984
SOURCES OF CASH AND SHORT-TERM INVESTMENTS:		
From operations:		
Excess of revenues over expenses	$ 2,249,016	$ 1,820,025
Items not requiring cash:		
Depreciation and amortization	2,198,042	1,838,891
	4,447,058	3,658,916
Other:		
Decrease (increase) in prepaid expenses	279,657	(1,213,794)
Decrease in other assets	95,214	127,381
Decrease in long-term notes receivable	116,537	469,073
Increase in notes payable	—	3,000,000
Increase in accrued severance pay	79,884	104,084
Total sources of cash and short-term investments	5,018,350	6,145,660
USES OF CASH AND SHORT-TERM INVESTMENTS:		
Increase in receivables	984,321	1,634,660
Purchase of equipment	777,107	1,176,111
Decrease in notes payable	—	3,000,000
Decrease (increase) in current liabilities other than obligations under capital leases	444,812	(535,485)
Decrease in obligations under capital leases	696,711	551,279
Total uses of cash and short-term investments	2,902,951	5,826,565
NET INCREASE IN CASH AND SHORT-TERM INVESTMENTS	2,115,399	319,095
CASH AND SHORT-TERM INVESTMENTS, beginning of year	9,359,480	9,040,385
CASH AND SHORT-TERM INVESTMENTS, end of year	$11,474,879	$ 9,359,480

The accompanying notes are an integral part of these financial statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
CAPITAL IMPROVEMENT FUND
BALANCE SHEETS
AUGUST 31, 1985 AND 1984
(Note 2)

ASSETS

	1985	1984
CASH	$ 1,016	$ 962
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $5,810,911 in 1985 and $5,571,919 in 1984 (Note 2)	6,086,886	6,325,879
Total capital improvement fund assets	$7,841,679	$8,080,618

LIABILITIES AND FUND BALANCE

LIABILITIES	$ —	$ —
FUND BALANCE (Note 2)	7,841,679	8,080,618
Total capital improvement fund liabilities and fund balance	$7,841,679	$8,080,618

The accompanying notes are an integral part of these financial statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
SPECIAL PURPOSE FUNDS
CONSOLIDATED BALANCE SHEETS
AUGUST 31, 1985 AND 1984
(Note 2)

ASSETS

	1985	1984
CASH	$ 60,674	$ 27,673
ACCOUNTS RECEIVABLE, net of reserve for bad debts of $125,000 in 1984	1,245,442	845,762
PREPAID EXPENSES	70,560	—
LEASEHOLD IMPROVEMENTS, FURNITURE AND EQUIPMENT, at cost, net of accumulated depreciation of $176,063 in 1985 and $191,880 in 1984	117,916	115,118
INVESTMENTS, at cost, which approximates market (Note 7)	—	29,011
AMOUNT DUE FROM GENERAL FUND	3,413,390	3,393,918
Total special purpose funds assets	$4,907,982	$4,411,482

LIABILITIES AND FUND BALANCES

LIABILITIES:		
Accounts payable and accrued liabilities	$2,429,007	$1,711,078
Deferred NEA-Retired Program (Note 2)	1,028,748	1,047,109
Total special purpose funds liabilities	3,457,755	2,758,187
FUND BALANCES, end of year	1,450,227	1,653,295
Total special purpose funds liabiiities and fund balances	$4,907,982	$4,411,482

The accompanying notes are an integral part of these financial statements.

...AT WORK FOR EXCELLENCE

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

SPECIAL PURPOSE FUNDS

CONSOLIDATED STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCES

FOR THE YEARS ENDED AUGUST 31, 1985 AND 1984
(Note 2)

	Fund balances, August 31, 1983	Revenues: NEA Appropriation	Revenues: Other	Expenses	Fund balances, August 31, 1984	Revenues: NEA Appropriation	Revenues: Other	Expenses	Fund balances, August 31, 1985
UniServ Fund	$ 797,568	$15,961,484	$ —	$16,176,782	$ 582,270	$17,768,508	$ —	$18,088,892	$ 261,886
Kate Frank/DuShane Fund (Note 6)	—	4,401,890	272,375	4,674,265	—	5,367,958	239,685	5,607,643	—
Special Services and Education Travel Trust Funds	219,978	—	6,466,880	6,484,179	202,679	—	7,912,625	7,728,680	386,624
National Education Employees Assistance Fund (Note 10)	174,084	100,000	21,642	39,101	256,625	—	26,317	59,438	223,504
Reserve for Retirement Benefits Fund	179,112	—	—	15,143	163,969	—	—	15,757	148,212
Hilda Maehling Fellowship Fund (Note 7)	185,355	—	17,596	18,153	184,798	—	(184,798)	—	—
William G. Carr Scholarship Award Fund (Note 7)	49,383	—	4,546	2,636	51,293	—	(51,293)	—	—
Educational Technology Contract and Grant Fund	16,260	—	—	16,260	—	—	—	—	—
NEA-Retired Program Fund (Note 2)	36,572	227,965	175,089	227,965	211,661	277,288	218,340	277,288	430,001
	$1,658,312	$20,691,339	$6,958,128	$27,654,484	$1,653,295	$23,413,754	$8,160,876	$31,777,698	$1,450,227

The accompanying notes are an integral part of these financial statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
NOTES TO FINANCIAL STATEMENTS

(1) ORGANIZATION

The National Education Association of the United States (NEA) is a nonprofit corporation incorporated under a special Act of the United States Congress. The purpose of NEA is to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation
The financial statements of NEA have been prepared on the accrual basis. To ensure observance with its bylaws, the resources of NEA are classified for accounting and reporting purposes into funds established according to their nature and purpose. The assets, liabilities, fund balances and changes in fund balances are reported in the following fund groups:

General Fund
The bylaws of NEA provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of NEA publications and payments for services and funds received by gift, bequest, devise or transfer to NEA, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The bylaws of NEA provide that the Capital Improvement Fund shall comprise the properties and permanent investments of NEA and other funds, or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
NEA has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the Kate Frank/DuShane Fund (see Note 4), the UniServ Fund, and the administration of various services such as insurance plans for members. These funds also include the activity of Teachers Services Corporation (TSC), a wholly-owned subsidiary of NEA. TSC provides support to the Special Services and Educational Travel Trust Funds primarily in the areas of membership services, affiliate support, marketing and training. Virtually all of TSC's revenues are generated through agreements with NEA.

General Fund Budget
The budget of NEA is designed to achieve the goals and objectives of NEA. The budget amounts included in the statements of General Fund activity are as approved by NEA's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

NEA-Retired Program
During 1982, NEA began offering life membership to retired members through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for the regular services provided to active members, as well as services designed specifically for retired persons. Payments to the fund are recorded as deferred income when received and amortized over a 10-year period.

Property, equipment and depreciation
NEA records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. Depreciation on the building was $238,939 in 1985 and $238,919 in 1984, reflecting the total change to the Capital Improvement Fund Balance.

NEA capitalizes equipment with a cost in excess of $2,500 in the General Fund and depreciates these assets using the straight-line method over the estimated useful life of the assets. Depreciation on equipment was $1,600,084 in 1985 and $1,325,611 in 1984.

(3) GOVERNANCE AFFILIATES, NONGOVERNANCE AFFILIATES, AND OTHER ORGANIZATIONS

NEA provides various administrative services and acts as custodian for the funds of certain Governance and Nongovernance Affiliates and other organizations, which also offer services to members of NEA and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of NEA. Accordingly, the accompanying financial statements present the financial activity of NEA exclusive of these organizations, except for the funds held by or due to NEA as custodian.

(4) NOTES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues receivable applicable to the 1981-1982 membership year from certain state associations is represented by interest-bearing notes, which are payable to NEA in varying amounts through 1986. The following is a summary of the notes as of August 31, 1985 and 1984:

	1985	1984
Current	$192,884	$445,419
Long-term	38,845	155,382

(5) LEASE COMMITMENTS AND RENTAL EXPENSE

Leases which meet the criteria requiring capitalization, as specified in the Statement of Financial Accounting Standards No. 13, are capitalized by NEA.

Future minimum lease payments (primarily for computer equipment) under both capital and operating leases as of August 31, 1985, are as follows:

	Capital leases	Operating leases
1986	$541,100	$266,534
1987	219,250	161,895
1988	—	94,289
1989	—	$ 40,248
1990 and thereafter	—	38,136
	760,350	$601,102
Less—amount representing interest	47,031	
Present value of net obligation	713,319	
Less—Current portion	495,972	
Long-term obligation as of August 31, 1985	$217,347	

Rental expense for all operating leases was approximately $390,000 in 1985 and $315,000 in 1984.

(6) KATE FRANK/DUSHANE FUND

The Kate Frank/DuShane Fund (the Fund) was established by the Representative Assembly to protect the human, civil and professional rights of educators. The major program of the Fund, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters related to their employment. Prior to December 31, 1981, the Fund also provided short-term loans to teachers and state associations. The loans outstanding totaled $552,491 in 1985 and $931,952 in 1984. The ultimate collectibility of these loans cannot be determined and, accordingly, they are fully reserved in the accompanying financial statements. Collections on these loans will be recorded as increases in the Fund when received. During 1985 and 1984, $32,650 and $43,138, respectively, were collected on the loans and recorded as other income. All expenses of the Fund in excess of these collections are paid by the General Fund.

(7) WILLIAM CARR AND HILDA MAEHLING AWARD PROGRAMS

By action of NEA's Board of Directors, the William Carr Scholarship and Hilda Maehling Fellowship programs were assigned to the National Foundation for the Improvement of Education (NFIE) for the purpose of administration and their fund balances appropriately transferred.

(8) RETIREMENT PLAN

NEA participates in a multiemployer, contributory, defined-benefit retirement plan, which covers substantially all permanent employees. Approximately 70% of the employees covered under the plan are employed by NEA; the remaining 30% are employees of various state and local affiliates of NEA. NEA's policy is to fund retirement costs accrued. NEA's retirement plan contribution expenses for the fiscal years ended 1985 and 1984 were approximately $2,099,000 and $1,858,000, respectively. The accumulated plan benefits and plan net assets available for benefits as of the date of the latest actuarial valuation are presented below:

	January 1, 1985	January 1, 1984
Actuarial present value of accumulated benefits:		
Vested	$30,019,790	$26,601,660
Nonvested	3,842,937	3,204,273
	$33,862,727	$29,805,933
Net assets available for benefits	$66,840,421	$63,047,702

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $49,384,662 and $42,842,000 as of January 1, 1985 and 1984, respectively.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1985 and 1984. As of January 1, 1985, the retirement plan had no unfunded liabilities.

(9) BANK LINE OF CREDIT

NEA has a line of credit of $4,000,000 from a commercial bank at the bank's prime interest rate. There was no borrowing against the line during the current fiscal year. During the fiscal year ended August 31, 1984, $3,000,000 was the maximum amount borrowed, and interest expense totaled $5,347.

(10) NATIONAL EDUCATION EMPLOYEES ASSISTANCE FUND, INC.

The National Education Employees Assistance Fund, Inc. (NEEAF) formerly the National Teachers Assistance Fund, Inc., is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this capacity, NEEAF has, from time to time, guaranteed loans made by lending institutions to teachers who were involved in such disputes. These loans are collateralized by letters of credit from those state affiliates which are members of NEEAF and also by NEA's letter of credit in the amount of $1,665,000, on which NEA pays a commitment fee. In the event of default on a loan, the bylaws of NEEAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including NEA's.

As of August 31, 1985, NEA is contingently liable for $316,432 of the $632,864 in loans guaranteed by NEEAF in the event of default. Losses from defaults since the inception of NEEAF have not been significant.

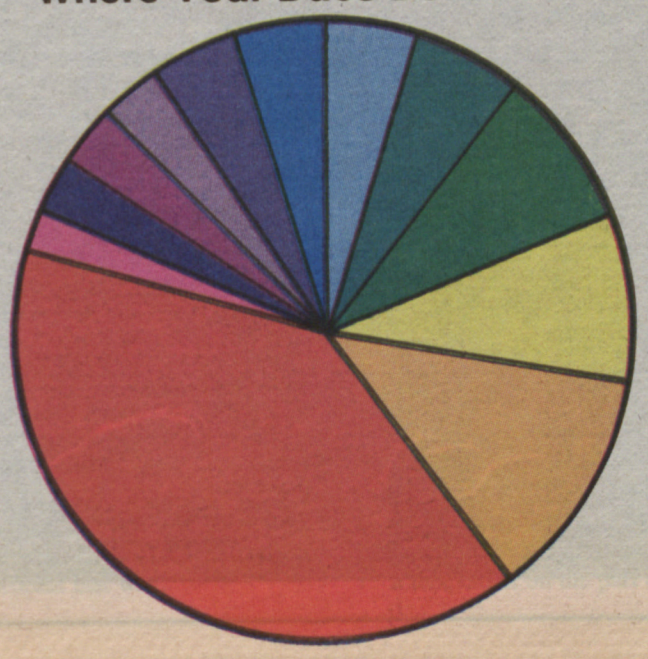
(11) CONTINGENCIES

NEA has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on NEA.

(12) INCOME TAXES

NEA is exempt from income taxation under the provisions of Section 501(c)(5) of the Internal Revenue Code. Organizations described in that section are taxable only on their unrelated business income. Since NEA has incurred a cumulative loss from these unrelated business activities, no provision for income taxes has been recorded in the accompanying financial statements.

Where Your Dues Dollar Goes



POLITICAL AFFAIRS coordinates the Association's activities to support and elect friends of public education to public office.
2.1%

HUMAN AND CIVIL RIGHTS guides a wide variety of informational, training, and awards programs designed to help guarantee every child and school employee equal access and opportunity in education and employment.
2.9%

INSTRUCTION AND PROFESSIONAL DEVELOPMENT provides programs and services dedicated to the goal of helping all school employees reach their full professional potential.
3.2%

GOVERNMENT RELATIONS is responsible for keeping the Association the nation's most visible and effective advocate for education before Congress, federal agencies, and organizations that represent state lawmakers and officials.
3.2%

RESEARCH provides analyses that help chart the Association's course toward educational excellence. Research also offers NEA affiliates, media, other organizations, and lawmakers in-depth data and reports.
4.5%

BUSINESS AND FINANCE makes sure the hard-earned dues dollars of NEA members are handled in an efficient, effective, and business-like fashion.
4.7%

DATA PROCESSING provides the technical support to accurately maintain the Association's membership records, research operations, office automation, and financial data through sophisticated computers based in Washington, D.C.
4.8%

GOVERNANCE supports the Association's democratic decision-making process by funding the efficient operation of the Representative Assembly and other governance bodies.
5.7%

ADMINISTRATION provides overall supervision and execution of all Association programs. Administration also provides staff support for NEA officers and governance bodies, maintains Association property, and coordinates employee relations.
8.4%

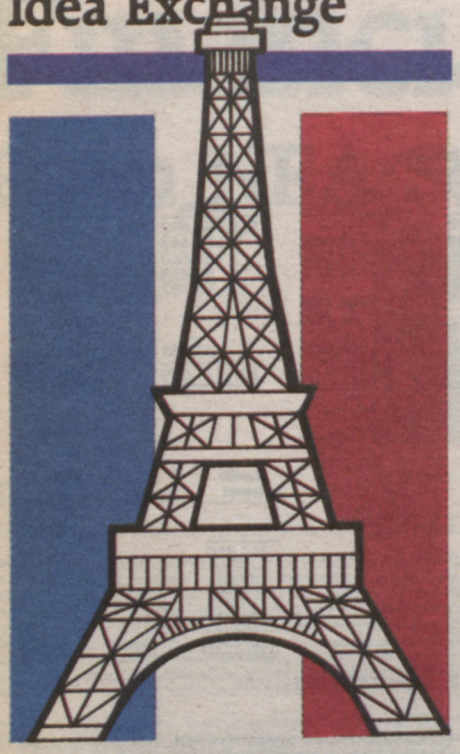
LEGAL SERVICES funds employment-related legal cases for members and locals. Legal Services also protects each NEA member with $1 million in professional liability insurance.
8.6%

COMMUNICATIONS keeps members up to date on education through *NEA Today* and other publications—and presents the Association's message to the public through television, media contacts, and a national advertising campaign.
12.2%

AFFILIATE SERVICES plans, implements, and integrates NEA programs and services to affiliates. Nearly $21 million of these expenditures goes directly to affiliates to implement projects and to maintain more than 1,200 UniServ professionals nation-wide who provide the on-site assistance members need.
39.7%

RESOURCES

Idea Exchange



Language Learning A la Bourguignonne

Grammar's not enough if you really want to learn a language, French teacher Madeline Bishop reminds us. Bishop directs her students at McMinnville (Oregon) High School to films, concerts, TV programs, and plays they might otherwise miss—and to give them extra motivation she requires them to earn 100 "culture points" each quarter for spending time on such events.

Less formal ways to earn points include following the French practice of wearing the same outfit several days in a row, or making and drinking a cup of espresso.

Bishop offers a 40-point incentive for really demanding activities—going to a concert of Renaissance music, for example, or eating an *escargot a la bourguignonne*, which looks remarkably like a snail. (At first sight of the delicacy, Bishop reports, "the shrieks could be heard way down the hall," but soon her point-happy students were munching gamely away.)

These extra activities, Bishop believes, are one reason enrollment in her classes has tripled in three years. Now the local college also has picked up the idea of requiring its French students to earn culture points.

Relay Really Makes Math Merry

The approaching weekend isn't the only reason Sandra Cahoon's fourth graders at the Montgomery (Texas) Elementary School look forward to Fridays. Friday's usually the day they play Math Relay, in two teams they belong to all year long.

While a player from each team does a problem at the chalkboard, the seated students are doing the same problem—normally a sample of whatever the class is currently working on.

The player who first comes up with the right answer gets to stay at the chalkboard, up to a maximum of three rounds. At the end of three victories, that student gets a small prize and the next player in the team's order goes to the board.

"The students love math class because of the Relay," Cahoon says, "and the prospect of the Relay motivates them to study hard. The first students who played Math Relay are high school seniors now, and they still come back and talk about the game."

Singing While They Worked

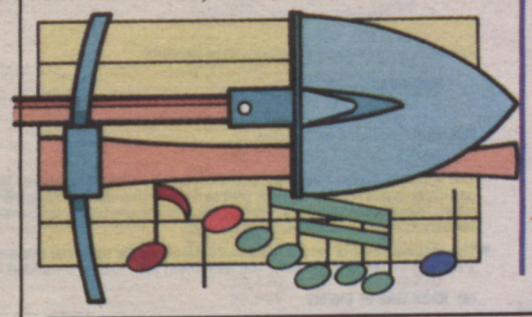
Teachers who want to give their students an idea of labor history don't always have a wealth of materials to draw on. But work songs can be a great resource for learning the history of the labor movement, suggests elementary music teacher Susan Shauger of Shelburne Falls, Mass.

Last winter Shauger directed the chorus of the Buckland-Shelburne Regional School in a public concert of work songs about railroad building, mining, cotton mill work, and union organizing. One of the sixth graders acted as narrator, giving a history of the American labor movement by telling how the songs came into being.

A local industrialist who heard about the coming concert asked whether management would have equal time. Shauger was agreeable: "OK, teach me a management song." But somehow no management song could be found.

As a good source of songs and background, Shauger recommends Alan Lomax's *Hard Hitting Songs for Hard Hit People*, a paperback from Oak Publications. Records like Mike Seeger's *Tipple, Loom, and Rail* (Folkways # FH5273) are good sources, too, and Shauger has found several in a nearby university library.

She's also willing to share a copy of the concert narration with any Association member who sends a stamped, self-addressed envelope to her at the Buckland-Shelburne Regional School, 75 Mechanic Street, Shelburne Falls, MA 01370. □



TV/Radio Tips

Afterschool Specials—*ABC-TV, Wednesdays, 4-5 p.m. ET. January 8:* "I Want To Go Home." A story depicting the tragedy of parental kidnapping. *January 22:* "Out of Step." A musical about two teenage girls who help each other come closer to realizing their dreams. For free study guides, write to your local ABC station or ABC Community Relations, 1330 Avenue of the Americas, New York, NY 10019.

Have You Tried Talking to Patty?—*CBS-TV, Tuesday, January 14; check local listings for time.* "CBS Schoolbreak Special" about a deaf teenager who rebels at being "different." Close captioned in both English and Spanish for the hearing-impaired.

China—*Discovery (cable) Channel, Tuesday, January 21, and Tuesday, January 28; check local listings for times.* A look at work, education, medicine, and other aspects of Chinese life.

Kids America—*American Public Radio network, daily, 6:30-8 p.m. ET.* Live format invites 6- to 12-year-old listeners to phone in and become part of the show. January guests include Olympic runner Mary Decker Slaney, Muppets cartoon creator Guy Gilchrist, and 'Mr. Fixit' (Al Ubell, with tips on fixing broken holiday toys).

Shakespeare Hour Hosted by Walter Matthau—*PBS, beginning in January; check local listings for dates and times.* 15-part BBC Shakespeare series.

Treemonisha—*PBS, Sunday, February 2, 9-11 p.m. ET.* The Houston Grand Opera performs Scott Joplin's opera about a young woman who persuades her community to rely upon education as a means of self-improvement.

Peter the Great—*NBC-TV, sometime in February; check local listings for dates and times.* Four-part miniseries dramatizing Robert K. Massie's Pulitzer Prize-winning biography of Russian czar Peter I.

NASA

Christa McAuliffe, Association member and first teacher in space, will transmit live—via PBS—two science lessons directly to the nation's classrooms on the sixth day of her shuttle flight. The date will be January 27 if the launch goes off as scheduled January 22; check newspapers or TV news for lesson times.

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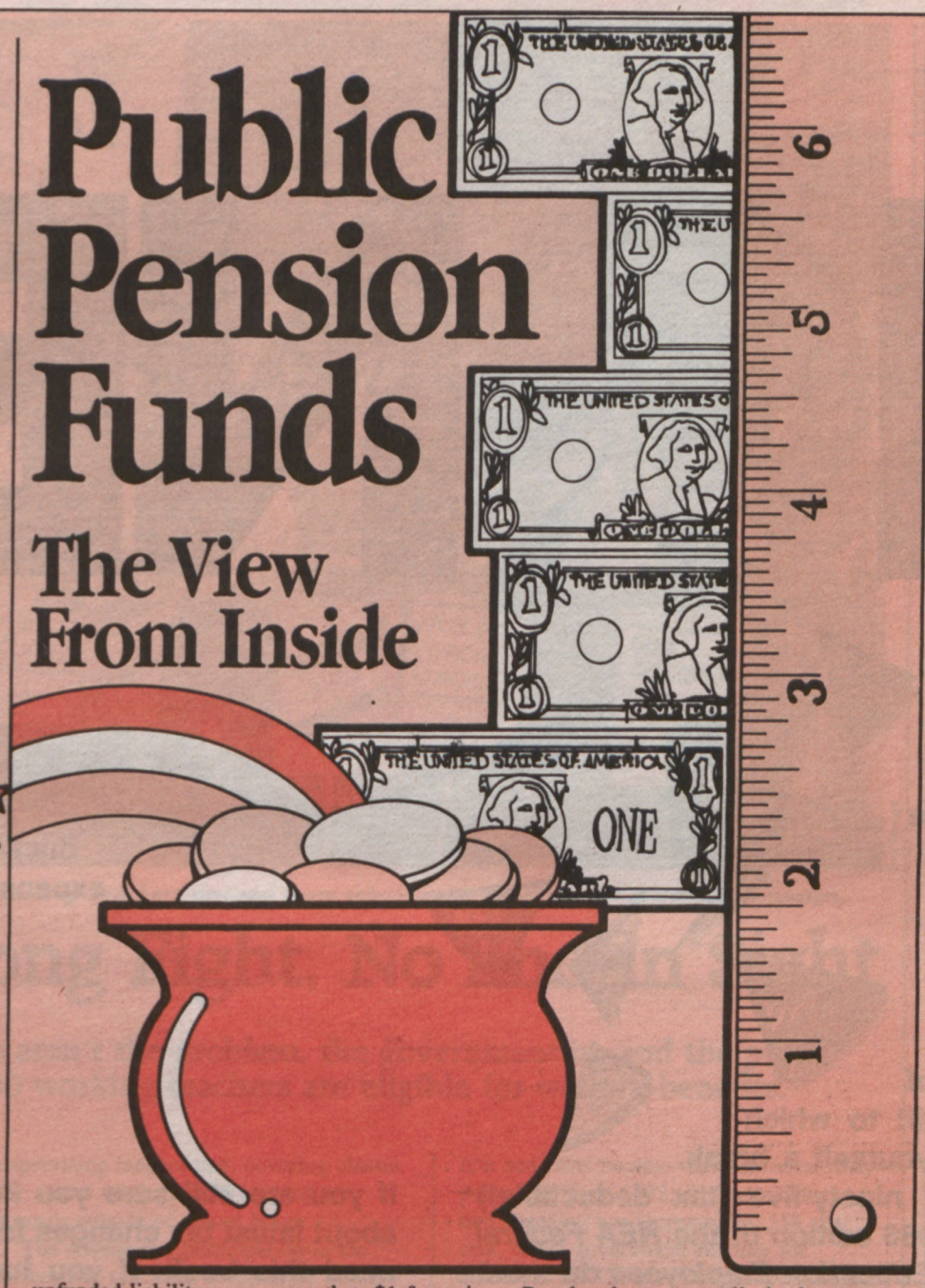
YOU AND YOUR RETIREMENT

Public Pension Funds

The View From Inside



For most public school employees, their state or local retirement system provides the only real assurance they have of maintaining a reasonable standard of living after their careers have ended.

NEA active and retired members currently participate in more than 80 retirement plans. Those plans now total over $180 billion in assets—a total expected to double by 1990.

Too many school employees, however, don't really know how their retirement system works. Nor do they have an accurate yardstick against which to measure the effectiveness of their pension plan—or of its administrators.

What seems to be almost a conspiracy of silence has surrounded public pension funds, keeping many participants uninformed about their benefits and rights. NEA has lobbied for a federal law setting stricter reporting and disclosure standards, but so far there's been little progress.

To shed a bit more light on the subject, **NEA Today** *contributing writer Eddy Gattis put a few questions to David Bronner, top administrator of one of the nation's leading public school employee retirement programs.*

How can school employees rate their retirement system's effectiveness?
On the investment side, they should look at how well their system is doing compared to the major economic indexes—not only during the past year, but for the past three to five years. There are a number of indexes to use—Standard and Poor's, the Dow Jones industrial average. The return on investment should also be compared to what the system's actuaries project as the rate of return needed to properly fund the system.

How can members find out their system's 'return on investment'?
It's public information that should be available upon request. Most retirement systems provide an annual report that gives the rate of return. A good system will also publish regular newsletters with information on the system's current investments.

A good system also lets its members know their own personal retirement status. In Alabama, we send each member an Annual Statement of Account that summarizes personal information, plus his or her contributions, accumulated interest, creditable service, earnings, and projected benefits.

How can participants evaluate the effectiveness of their retirement system's administrators?
They should look at what the system employees and board of trustees are willing to do to provide additional services. Are they willing to spend the extra time and money to initiate new programs to benefit members? Do they communicate to members regularly, and in language that can be understood?

'Unfunded liability' seems to be the operative phrase in the retirement world. What exactly does it mean?
It's simply the amount of money it would take to fully fund benefits for every participant, beyond the system's current assets. I'd get a little nervous if the unfunded liability were more than $1 for every $1 of current assets. An unfunded liability of $4-to-$1 would be outrageous.

But on the other hand, you don't want a situation where you have *no* unfunded liability. That would mean the system isn't taking enough investment risk.

The key to look for is movement in the level of unfunded liability. Is it going up or down? The strong retirement system will be working to minimize or stabilize its unfunded liability.

Where should a sound retirement system be investing its money?
Generally, public employee pension systems tend to be a little more conservative than corporate systems. Most public systems will carry no more than 10 to 30 percent of their assets in common stock.

That percentage varies with interest rates. When they go down, we'll buy stocks to sell later for capital gains. But when rates are high or rising, we'll move our money into long-term accounts such as government securities—especially when they're paying 12 or 13 or 14 percent interest. That's double the actuarial levels needed to fund the system's benefits.

How important is it for employees to serve on trustee boards?
Having active members of the system on the trustee board is much better than having political appointees. You keep the external politics out of the decision-making process that way.

People who are actually in the system have a much better feel for what's good and meaningful to them, and they tend to look more long range.

Our Alabama systems also rely on participants' electing their own representatives—two support personnel, three teachers, a principal, a superintendent, a postsecondary education employee, and a retiree.

Political interference with public employee retirement systems seems to be growing. Why?
It definitely *is* growing, and it will continue in every state. Politicians come to office with a short-term view—four to eight years maximum. They simply don't think in long-term concepts.

But a sound retirement system has to be thinking 25 to 50 years ahead. And it needs to be able to plan ahead and stick to those plans.

Politicians see the retirement system as the biggest pot of state or local money. But of course it's not really state or local money at all—it's funds set aside for services already rendered. The funds belong to the participants in the system.

So how exactly do the politicians try to play politics with a pension plan?
They may view employee retirement systems as a resource to meet short-term economic objectives—either as a place to borrow money for state programs or as an investment tool to force certain types of economic activity. That creates a temptation on the part of the elected officials to try to force retirement system administrators to help them achieve those short-term goals. And they'll exert political pressure to make that happen.

The trick for the administrator is to take actions that will benefit the system without antagonizing the politicians.

What changes lie ahead for public employee retirement programs?
One big one will be the demand by participants for new and better programs, beyond the basic benefits package. But all too often the bureaucrats who administer the retirement system don't want to assume additional responsibilities without additional compensation. So they're dedicated to maintaining the status quo.

In Alabama, we're trying to go the extra mile to provide new services. We recently initiated an Individual Retirement Account (IRA) fund for our members. Without an administrative fee, we've been able to show an annual return on investment ranging from 10.52 percent to 14.76 percent.

We've also initiated an "employer pickup" program. Under this tax-shelter plan, no federal income tax is deducted from the 5 percent of salary that's contributed to the retirement system.

Any major problems ahead?
Political interference will remain the biggest problem. As our systems grow, they're also going to attract more press attention. That's not all bad, but it can be misleading. If a system invests in real estate and the deal turns sour, the press may play it as a major problem, when actually that one deal may not have any overall negative effect on the system.

What about investment of retirement funds in South Africa?
The administrators' responsibility is to make sure the board of trustees and the members know the end result of decisions made due to social concerns. The important thing is for members themselves to be involved in the decision-making that results from social concerns.

What's the ideal working relationship between a retirement system's participants and its administrators?
Members of the retirement system should elect their representatives. And those representatives should set the long-term objectives of the system.

But there must be a balance between them and the professionals who make the day-to-day investment decisions. Employment of these professionals requires the payment of high fees. The greatest tragedy is to pay that price but not allow the professionals who analyze the markets to make the decisions they're paid to make. It's best to let the professionals make the decisions and then evaluate their performance based on the parameters and expectations pre-established by the board. □

David G. Bronner holds a Ph.D. and a law degree from the University of Alabama. He's taught in the graduate schools of business and education at several universities. Since 1973 he's been chief executive of the retirement systems of Alabama, managing some $5.5 billion in investments.

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INTERNATIONAL

Cyril Bernard

Suburban London members of the National Union of Teachers demand more school money in do-or-die marathon campaign.

In Britain: A Long Fight, No End in Sight

In Britain, the school boards aren't the problem, the government is—and the problem is a big one: some 40,000 working teachers are eligible for welfare benefits.

"Overtake this teacher," the bumper strip invites passing motorists on British highways. "Everyone else has."

In the race to keep up with inflation, teachers' pay in the British Isles has fallen behind by some 30 percent during the past 10 years. The National Union of Teachers of England and Wales (NUT) estimates that one teacher in 11 is eligible for free eyeglasses or prescriptions, milk vouchers for their children, or other welfare benefits.

"Government handouts raise me to subsistence level," as one teacher puts it.

Salaries for the half-million elementary and secondary teachers in England, Scotland, and Wales are heavily subsidized by the national government (although within the government the Scottish schools are administered separately, by the Ministry for Scotland).

Public and private employees from police to office managers have whizzed past them, but teachers aren't standing still for the erosion of their income. The NUT, with some 235,000 members, is the largest and most powerful organization of school employees in the United Kingdom. Along with three other teachers unions, it's been engaged in off-again, on-again negotiations with a team from local education authorities (LEAs, or school boards). Since February 1985, the NUT has also been conducting job actions that have spanned most local school districts and all 650 parliamentary districts.

Last spring 100,000 teachers took part in Tuesday-through-Thursday strikes held in several school districts each week. More than half the LEAs—those that had not yet agreed to cooperate in improving the salary situation—were hit. Many more teachers have refused to perform extra work such as collecting lunch money and supervising lunchrooms, covering classes for absent teachers, and keeping up records outside of school hours.

The widespread participation in the strikes and sanctions is the more impressive because actions take place only where local teachers have voted for them.

Scottish teachers have kept up their job actions even longer: since the summer of 1984 they've refused to do curriculum development, and they've been maintaining the same kinds of scheduled local strikes, refusals of extra work, and brief nationwide walkouts as their southern colleagues. The main difference is that the Scots are docked a day's pay for striking any part of a day, so their nationwide strikes are a full day long.

The Scottish teachers' union (Educational Institute of Scotland, or EIS) and NUT don't, of course, have identical positions. EIS seeks an independent salary review by an outside body. Such a review back in 1974 raised teachers' salaries throughout Britain to a reasonable level (temporarily). NUT prefers to arrive at a settlement on its own, feeling that any outside body would be subject to government pressure.

In both sets of negotiations, however, the government wants to increase teachers' workload in return for any raise in pay. The unions, although willing to discuss workload, insist that any such discussion be independent of salary negotiations. The salary increases they seek will make up for past erosion of their standard of living, they emphasize, not pay for new duties.

Both unions also insist that the central government take action to repair the seriously deteriorated educational system. School buildings, textbooks, staffing ratios—everything that improves education and costs money—have suffered, they point out. Since 1972, EIS says, education spending has increased by 358 percent, while government funding for defense is up 434 percent and spending on prisons has risen by 542 percent.

Negotiators for the LEAs, responsible to their communities for keeping their schools going, have been inclined to compromise on salary and other issues. The Thatcher government, however, has shattered their credibility—the Minister of Education announced that even if the LEA negotiators agreed on a new salary schedule, the central government wouldn't provide the money for it.

Stymied at the negotiating table, the unions have continued their job actions. EIS members voted last September not to administer this spring's school-leaving exams if the dispute isn't settled by then. Early November brought nearly 3,000 teachers from England, Scotland, and Wales to London to lobby every member of Parliament. Later that month, NUT extended the three-day strikes to the districts of 50 Conservative Party members of Parliament who won their seats by narrow margins. The teachers are encouraging these vulnerable representatives to stand up for them in Parliament.

Meanwhile, the monthly half-day or day-long nationwide strikes continue.

"I deeply regret having to take job actions," says NUT member Frank Taylor, who teaches English in an inner-London secondary school. "But the alternative is *no* action: to just get walked over.

"Most of us feel that way. Our leaders aren't pushing us into anything—we're with them every step." □

—Jane Power

Teachers On the Move

Teachers are celebrating victories, recovering from defeats, and in the thick of controversy—not only in the U.S., but around the world.

► In South America, the teachers unions of Uruguay and Argentina are resuming activity, years after military governments forced them to disband or go underground. The Uruguayan union, banned by the military government since 1972, has also revived its membership in the NEA-supported World Confederation of Organizations of the Teaching Profession (WCOTP)—its connection to the outside world. The Argentinian union has held its first congress since its country returned to democracy.

► Enough teachers are being trained, but the schools still feel a shortage. It's not surprising: education graduates can get better pay in other occupations.

The story is all too familiar to U.S. teachers—but this time it's taking place in Iceland. Due to emergency hiring, a fourth of the public school teachers there lack adequate preparation.

► You don't have the right to demonstrate for your beliefs. That's the message the Chilean government is trying to impress on the national teachers union, AGECh. So four top union officers went to prison for organizing a September 1985 demonstration.

WCOTP sent its deputy secretary general to visit the teachers in prison and meet with Chilean government officials. During the prison visit, hundreds of AGECh members demonstrated outside—showing they'd refused to learn the government's lesson.

After a month in prison, the teacher leaders were freed on bail while the government pursued their "case."

► Tunisian teachers are vigorously protesting the government's suspension of their dues check-off and paid release time for officers. The union's crimes: resisting substitution of "productivity norms" for cost-of-living figures as a basis for pay hikes.

► The National Foundation for the Improvement of Education (NFIE) invites NEA teacher-members to apply for one of the two $2,500 William G. Carr Fellowships for 1986. The fellowships support projects promoting some aspect of global education or international understanding. Application deadline is February 1. For more information, contact NFIE at NEA Center, 1201 16th St., N.W., Washington, DC 20036.

► NEA's Standing Committee on Peace and International Relations invites nominations of state and local Associations for the Dorros Peace Trophy and of individuals for the Irvamae Applegate International Understanding Award. Nomination deadline for both awards is March 1. For entry forms or more information, contact John A. De Mars, Special Assistant, Peace Programs and International Relations, at NEA Center.

Your NEA

MAKING NEWS

NEA has filed a letter protesting the racism and sexism in the motion picture "Year of the Dragon." In a letter to Alan Ladd, Jr., president of Metro-Goldwyn-Mayer/United Artists, Inc., NEA President **Mary Hatwood Futrell** charged that the film also grossly distorts the public's perception of Chinese-Americans by portraying them as criminals and gang members. . .

NEA Secretary-Treasurer **Roxanne Bradshaw** serves on the board of the National Commission on Working Women (NCWW), which honored outstanding radio and TV programming on working women's issues with its seventh annual Women at Work Broadcast Awards in November. This year's first place winners include the TV documentary "Women of Steel," from Mon Valley Media in Pittsburgh, Pa.; the TV news series "Equal Under the Law," from WTVD-TV in Durham, N.C.; and two episodes from the "Cagney & Lacey" TV series—"Rules of the Game" and "Con Games"—from Orion Productions in Los Angeles. . .

Sacramento, Calif., Association member **Josephine Gusman** is the only K-12 teacher named to serve on U.S. Secretary of Education William Bennett's new Study Group on Elementary Education. The nationwide panel—21 educators, scholars, state and local officials, and other prominent citizens—will serve as the centerpiece of the Department's effort to shift the focus of the educational excellence movement from secondary to elementary schools. A "Report to the Nation" on elementary schools is due next summer. Gusman works in the Newcomer Center at Sacramento's Maple Elementary School, preparing newly arrived immigrant children to enter regular classrooms. . .

Betty Sayler, former president of the Arizona Education Association, is the new manager of NEA's Student Program. This headquarters office helps state affiliates strengthen services to the Association's 24,000 student members. It also provides support to the appointed NEA Advisory Committee of Student Members, which makes recommendations on Association policy affecting preprofessional members. . . . □

LOOKING BACK

► **Gordon Wood, the all-time winningest** coach in high school football ("People," March 1984), recently chalked up his 405th victory since he began coaching back in 1941. His record now stands at 405-89-12.

Although many Texas high school teams have been hurt by the new state law limiting eligibility for extracurricular activities to students who get at least a 70 in all their courses the previous grading period, Wood's varsity team so far hasn't lost any players. Still, the law causes him concern. "Some students won't take upper-level science and math courses because of the fear of not being able to achieve the required grade of 70," Wood predicts.

► **Our feature "Put a Little** Comet in Your Curriculum" (Nov. 1985) neglected to mention that until April 15 you can call a special 900 telephone number at the Naval Observatory in Washington, D.C., to hear a tape full of the latest information on Halley's comet. Charges for calling the number—900/410-8766—are 50¢ for the first minute (the minimum charge) and 35¢ for each additional minute. Tapes run about four and a half minutes and provide basic information as well as some technical hints for amateur astronomers who have access to telescopes.

Meanwhile, the Pennsylvania State Education Association wants comet-happy teachers around the country to know of a teaching unit developed by high school earth space science teacher Franklin I. Geist, Jr. The unit, which has won an Innovative Teaching Award from PSEA, is geared to fifth grade and above and consists of several classroom activities involving latitudes and longitudes and star charts, the better to prepare students to observe the comet. For a copy of the materials, write to Geist at 130 Gun Club Road, York Springs, PA 17372. □

TAKING A STAND

Policy Making Sans Cigars

For many people, the words *board of directors* conjure up a small group of cigar-smoking men in Brooks Brothers suits plotting corporate takeovers.

At NEA, that image couldn't be farther from the truth.

"It's critical from a governance point of view that those who are making Association policy are those who are closest to the classroom," says Carol Carlin, the dark-haired board member in the slacks and sweater who teaches speech at Badger High School in Lake Geneva, Wisc.

A five-year veteran on the 122-member NEA board of directors, Carlin helps determine *how* policies voted by the 7,500-delegate annual Representative Assembly will be put into practice.

If you want to see democracy and megagroup decision-making in action, visit one of the board's weekend meetings at NEA Center in Washington, D.C., suggests director Leon Horne, a sixth grade teacher now on full-time release as president of the Tacoma (Wash.) Education Association.

"Issues are debated extensively, and decisions are based on majority rule," Horne says.

A recent example was the board's move to adopt specific NEA guidelines to help local school districts and higher education institutions deal with the problems presented by students or employees with AIDS. The directors heard an explanation by NEA General Counsel Bob Chanin, debated the proposed guidelines, suggested changes, and adopted final guidelines that reflect the need for case-by-case determinations.

But it's the involvement that NEA directors have with members in their local Associations that helps determine what they do in Washington. "An equally important function is the way we tell the NEA story when we get back home," adds Wisconsin's Carlin.

Two years ago NEA director Evan Goldman, a science teacher at Bergenfield (N.J.) High School, brought to the board the concerns of his peers in the Bergen County Education Association. They'd complained about the questionable student marketing strategies of the "U.S. Achievement Academy."

The board translated those concerns into action, authorizing NEA staff to investigate the Academy. As a result, the Association published an article in *NEA Today* urging members to discourage their students from wasting money on the Achievement Academy.

Are there perks that go with what some call the Association's most prestigious club?

Yes, admit Carlin and the other board members. "It's not every day that school employees get to exchange ideas with some of their most stimulating peers from around the country, or hear addresses from presidential candidates and other national leaders."

At least for now, NEA will leave the cigars and pin-striped suits to General Motors. □

—Vicky Lytle

A glimpse of the 122-member Board of Directors in action at NEA headquarters in Washington, D.C., debating the way a policy voted by the Representative Assembly should be put into practice.

The NEA Board at a Glance

Just how large is the NEA Board of Directors?
There are 122 directors—112 elected in the states, two students, three retired, and five at-large. The nine members of the Executive Committee (including the NEA president, vice-president, and secretary-treasurer) are ex-officio members of the Board. In addition, there are two honorary and four nonvoting members.

How often does the board meet?
Five times a year.

How long are the terms of office?
Terms are always three years, except where there's more than one director from a state. Then one of them may be elected for a shorter term in order to stagger the terms.

What kinds of members are on the board?
With one vacancy, women currently outnumber men, 61 to 60. The board includes 91 caucasians and 30 members of ethnic minorities. There are 103 elementary/secondary classroom teachers, six higher education classroom teachers, four educational support personnel, three supervisors/administrators, two students, and three retired members.

How many NEA directors does each state have?
NEA members in each state affiliate have at least one seat on the board—and they're entitled to elect an additional director for each 20,000 active, life, and educational support members in the state. So states with memberships under 20,000 have one director; with memberships from 20,000 to 39,999 they have two; from 40,000 to 59,999 they have three, and so on. California currently has the largest delegation on the board, with nine.

What about those at-large directors?
They're elected at the NEA Representative Assembly in order to provide representation on the board to higher education members, supervisors/administrators, and educational support personnel in proportion to their membership in the Association.

PERSONALLY SPEAKING

TAX FACTS

Reduce Your Chance of Being Audited

Thanks to the use of computers to pinpoint problems on tax returns, the Internal Revenue Service is auditing fewer returns every year—but uncovering more unpaid taxes.

The American Institute of Certified Public Accountants suggests some precautions you can take to lessen the chance of your return's being selected for an audit—and to equip yourself with a defense if it should come to that:

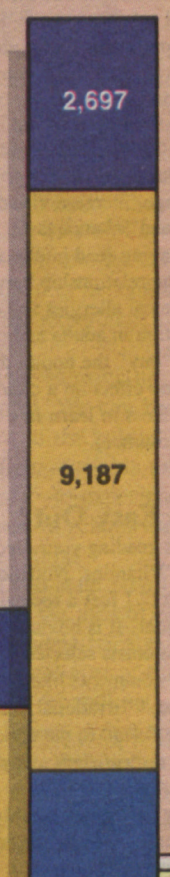
► *Don't let carelessness trigger an audit.* Returns that lack necessary forms, or aren't signed, or contain mathematical errors are automatically flagged for individual review—which increases the likelihood of an audit.

► *Explain the unusual.* Provide clear documentation—and maybe even a brief explanation—of any excessively high deduction.

► *If you're in a category known to get special scrutiny from IRS, take extra care.* Taxpayers who are self-employed, married but filing separately, or investing in tax shelters get special attention in the IRS examination process and therefore should be doubly certain their returns are prepared correctly and all necessary forms are attached.

► *Be prepared to prove all deductions and credits claimed.* While the details of your tax return are still fresh in your mind, jot down some notes to yourself about the deductions and credits you've taken. Keep documentation of deductions and credits for at least three years beyond the due date of the tax return.

Finally, through no fault of your own, you could be one of the 55,000 taxpayers randomly chosen once every three years for a Taxpayer Compliance Measurement Program (TCMP) audit. The IRS uses these very thorough audits to find out what the average person's tax picture looks like—the better to spot abuses. If your return should ever be picked for a TCMP audit, be prepared for an intense review that could span three sessions with an IRS examiner.



Shave Dollars Off Your Tax Bill

If you're single and have deductions totaling more than $2,390 for 1985, you should itemize your deductions on Schedule A. If you're married and file a joint return, you should itemize if your deductions total more than $3,540. If married and filing separately, you should itemize if your deductions exceed $1,770.

Even if you *don't* itemize, however, you can still reduce your taxable income by reporting—

What	*Where*
Alimony payments	Form 1040
Charitable contributions (you may deduct 50 percent of all contributions, with no maximum)	Form 1040
Contributions to IRA and Keogh Plan	Form 5329 and 5500-K or 5500
Deduction for married couple when both spouses work	Form 1040 and Schedule W
Moving expenses	Form 3903 or 3903F
Transportation expenses	Form 2106
Travel expenses	Form 2106
And whether you itemize or not, you can claim tax credits (subtractions from taxes owed) for—	
Child or dependent care	Form 2441
Energy-conserving home improvements	Form 5695
Political contributions	Form 1040

Tax Help from NEA

Hundreds of specific tax questions important to teachers and education support personnel are answered in the new 1986 edition of the ever-popular *NEA Federal Income Tax Guide for Education Employees.*

The price of this advice-packed, 168-page antidote to tax headaches is just $6.95 (and it's tax-deductible!). The tax guide sells out every year, so order immediately to ensure yourself a copy. The address is NEA Professional Library, P.O. Box 509, West Haven, CT 06516; ask for stock no. 1442-1-00-D—or use the handy coupon on page 18 of this issue.

Attention, Trivia Fans

Take a break from your 1040 by pondering some little-known tax facts from the American Institute of CPAs.

► Tax returns filed by residents of the west coast were almost twice as likely to be audited as returns filed from Michigan, Ohio, West Virginia, Indiana, or Kentucky, according to fiscal 1984 IRS figures.

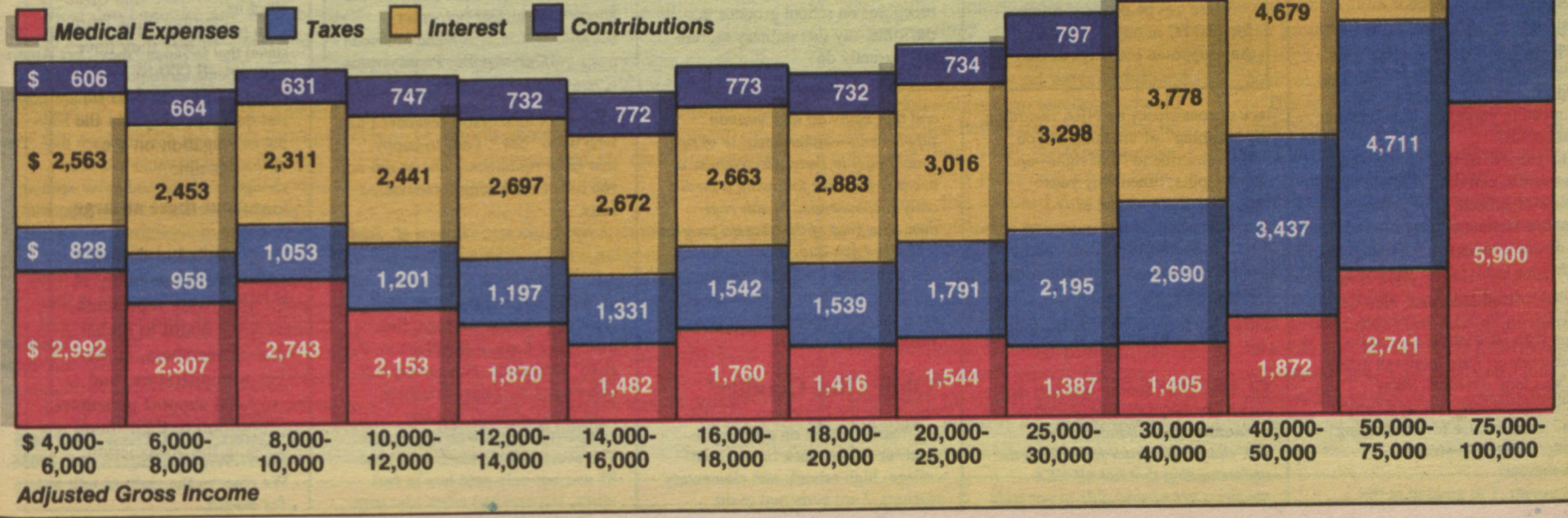
► Robots need not pay income tax. A Pennsylvania taxpayer last year requested that robots in the auto assembly plant where he worked be required to file tax returns. His representative in Congress passed the suggestion on to the Treasury Department, which wrote back explaining that inanimate objects need not file.

► Frivolity isn't funny to the IRS. A California judge ruled against a couple who refused to sign on the dotted line because their tax return was so complicated that they couldn't attest to its truthfulness. They were hit with a penalty for "filing a frivolous return."

► The three most common mistakes people make on their tax returns: mathematical errors, not listing a Social Security number, and reading the tax table incorrectly.

How Much Does the Average Taxpayer Deduct?

This bar graph shows itemized deductions taken by the average U.S. taxpayer at various income levels in 1983, the latest year for which data are available. If you report tax deductions falling within these norms, you're less likely to be audited.



Letters

Junk: Not Just Sugar

Your December feature on junk food junkies was informative but missed the point for many concerned parents, educators, and physicians by suggesting that most of us place the blame for the hyperactive child solely on sugar. Not so!

Your cover photo pictured assorted junk food items that contain not only lots of sugar but also lots of caffeine and untold other additives. Many additives, including dyes, are included in products to prolong storage, increase visual desirability, and enhance taste.

Having read books and articles on the relationship between food and chemical allergies and aberrant reaction in adults and children, I will not "buy" the notion that junk food has no effect on a child's ability or readiness to learn in a structured environment.

Dale Hill
Washita, Oklahoma

An Easy Out?

After reading your December article "Vitamins: Nutritional Hope...or Hoax?" I feel a second opinion is in order. It is obvious that the leading nutritionists selected for opinions, with comments like "99 percent waste," "irrational," and "regrettable," lead to the conclusion that it's best to "eat right and skip the pills."

By no means should vitamin and mineral supplements be used as a license for eating junk food or an unbalanced diet. However, what is a "well balanced diet" for one may not be for another. To say "eat a wide variety of foods" as the best way to meet vitamin needs is an easy out for those in the medical community who would prefer the convenience of generalizations to the labor of wrestling with individual differences. Genetics, disease, stress, and even the water that runs from our taps (hard vs. soft) are just a few factors creating variations in nutritional requirements.

The purpose of the supplements is insurance, certainly sensible in the absence of definite information about the nutrient content of one's diet or one's unique nutritional needs.

Herb Holroyd
Collingswood, New Jersey

I read with interest the December cover story on junk food—an article that was long overdue. Many teachers have used diet or a "sugar high" as an excuse for not dealing appropriately with student misbehavior.

However, I'm amazed at the lack of consistency by NEA regarding the "pushing" of vitamins. If you really subscribe to "Eat right—and skip the pills," then why your continued endorsement of megadosages of vitamins in your *NEA Today* advertisements and Special Services pamphlets touting the Unified Vitamin Program?

Joseph B. Michel
Bloomington, Minnesota

Ed. note: NEA Special Services has never advocated the use of vitamins as a substitute for a balanced diet. The vitamin program stems from the understanding that not all NEA members are always able to eat right and that many do take vitamin supplements—either because of personal belief in their effectiveness or because they are following a medically recommended health regimen. The goal of the vitamin program and other non-dues-supported services is not to "push" anything but to inform members of products and services representing an exceptional value...at their option.

Combatting 'Militarism' in the Space Program. . . and in the Nation's Schools

I was disturbed by the letter from James R. Bennett in the November *NEA Today* stating that the space shuttle program represents violence, enmity, and the cold war.

The technology of the space program and shuttle spinoffs have been a boon for medicine, public safety, transportation, industrial processes, pollution control, energy systems, construction, law enforcement, home appliances, farm machinery, sports, recreation, food products, etc.

I'm thrilled to see the excitement the shuttle program generates with my students. The shuttle is opening up space sciences with dreams students can latch on to. It's our gateway to the future. The beneficial fallout of knowledge will touch us all.

Irene J. Baron
Zanesville, Ohio

In reference to James R. Bennett's letter: poppycock. Not only is Mr. Bennett a naysayer who doesn't understand the benefits of the space program, but he also undermines the educational opportunities the Teacher in Space project offers.

Unless people like teachers are instrumentally involved in the program, space will be exploited for ill-begotten gains. If we and others like us are a sound voice in the development of the program, there is hope for peaceful use of space.

The space shuttle is a utility vehicle, just like a truck. The military uses trucks, but so do those who deliver food to the starving in Africa. Should we not ride the truck for fear of someone else using a truck for negative purposes?

I think not.

Kevin M. Falon
Sioux Falls, South Dakota

What does NEA have to gain from favoritism toward Junior ROTC? The November *NEA Today* devotes a full page to certain people who are firm believers in the JROTC program and allows only two paragraphs at the very end for the opposite viewpoint. Is this the way to treat a controversial subject?

There can be no justification for JROTC in our high schools. Any supposed learnings in the areas of "leadership, character, and citizenship" can be better gained in student organizations where democratic procedures are preferred over the authoritarian approach.

The wearing of military uniforms and playing at war are neither character-building nor cute. War, fighting, subjugation of others, power games, and learning to shoot straight enough to kill someone are all a filthy business and must be recognized as such.

What message are we sending our students when we encourage them to think first about how to fight, and only second about how to live in peace?

Bill McCormick
Stockton, California

Your article on JROTC is a classic example of the way NEA employs the tactic of "last shot."

After carefully introducing the role of the JROTC program and examining its right to exist, your writer leaves us with two final paragraphs from a rather biased individual who opposes the program. The article itself displays what this individual deplored in JROTC texts, a "simplistic" view.

You would do well to study the Swiss and their unprecedented reign of peace. Your biased reporting belittles our profession before a citizenry that is educated and free; take care.

Jim McKinney
Oak Harbor, Washington

Your report on the growing popularity of JROTC disturbs me. Exposing students to only the "positive" side of the armed services, as presented by career militarists, is not education; it's indoctrination.

In Chicago, a federal district court has ruled in favor of *real* education, which presents both sides of an issue and allows students to choose. Draft counselors, as a result of their victory in *Clergy and Laity Concerned, et al., v. Chicago Board of Education, et al.*, now have the right to meet with high school students and distribute brochures on school grounds in the same way that military recruiters currently do.

While the decision is not expected to directly affect JROTC programs, which are generally considered a part of high school *curricula*, school systems nationwide may soon be required to give "equal time for peace."

In this respect, November letter-writer Bob Krasnansky, who asked about peace curricula, might want to get in touch with "Writers for Peace," P.O. Box 110, Yachats, OR 97498. I understand that group is looking for educators willing to test-run a peace studies course they have developed.

Diane Carol Bast
Chicago, Illinois

We have just the materials and information your November letter writer Bob Krasnansky is looking for on peace education. We also help fill the information gap in high schools where students are exposed to extensive military recruitment and Selective Service propaganda but get very little information from the other side.

Anyone interested in our manuals, slide show, or other resources should write to the Western New York Peace Center, 472 Emslie St., Buffalo, NY 14212.

Shirley Sarmiento
Buffalo, New York

Teachers interested in peace studies should contact Beyond War, 222 High St., Palo Alto, CA 94301. They have resources, curriculum, and a newsletter. Their motto is "Working Together We *Can* Build a World Beyond War."

Betty Athey
Prairie Village, Kansas

Bob Krasnansky should contact Educators for Social Responsibility at 23 Garden St., Cambridge, MA 02138. They publish a variety of excellent, classroom-tested curriculums covering every aspect of peace education—and can tell you how to find a local ERS chapter nearby.

I would be pleased to correspond directly with anyone even considering the idea of nuclear-age education. The future of our children depends on our concerted efforts and action to avert the horror of a nuclear holocaust.

Wendy Forman
Carversville, Pennsylvania

'Oldies But Goodies'

Regarding the December "Sounding Board" article on early retirement: as I think back on my own college, high school, and elementary teachers, I am surprised at the number of memorable teachers I had who were "old." I am so happy that early retirement policies did not rob me of these long-remembered stars.

Robert M. Stanley
Sacramento, California

Apples and Applesauce?

While it points in the right direction, "The Case of the Phantom Pay Hike" (StateSide, November) still understates the salary dilemma.

In Iowa, at least, you are comparing apples with applesauce. The average Iowa teacher in 1984-85 was not only paid less in real terms, but also had more education and more experience, than the average teacher of 1974-75.

That fact increases the wage discrepancy and creates a serious problem for the profession: not enough capable young people are entering.

Lt. Gov. Robert T. Anderson
Des Moines, Iowa

Good News, Bad News

Page 3 of the November *NEA Today* quotes NEA Executive Committee member Pearl Mack on the need for parents and school employees to work together to stop the abuse of alcohol by students. That's good news.

Yet page 4 refers casually to a teacher at a cocktail party, sipping a wine spritzer. That's not such good news.

As a teetotaler, I resent your putting alcohol in my hand. If you do a little homework, you'll find that teachers are less besotted than most occupational groups.

So I suggest you lay off the boozy allusions and strongly recommend sobriety.

Gerald Carlson
West Linn, Oregon

Wanted: Raffi

Where can our PTA get in touch with the booking agency for Raffi, the children's recording artist interviewed in your November issue?

Barbara Bruning
Marathon, Wisconsin

We so enjoyed the article on Raffi. How could we go about arranging a personal visit?

Stephanie Morrison
Lancaster, Pennsylvania

Ed. note: Raffi's busy concert tour schedule doesn't generally permit him to visit schools. To find out if and when he'll be appearing in your area, write to Jensen Communications, 118 N. Evergreen St., Burbank, CA 91505.

If you receive the cable TV Disney channel, you can watch a one-hour Raffi concert to be aired a half dozen times during January (check local listings).

Laziness? Where?

Our school district was recently visited by two teachers from Japan. Both came through an NEA program. It was a wonderful experience for their two host teachers and for all of us.

In parting, one of the visitors stated that in Japan "they" say American students score poorly on tests because American teachers are lazy—just doing the minimum and leaving as soon as possible each day. The visitor said his mind had been changed since he had *never* seen any teachers work as hard as American teachers; in his entire U.S. tour he had not met any lazy teachers.

So one NEA program has made at least one improvement in the reputation of American teachers!

Beth E. Clemensen
Davenport, Iowa

Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036. We reserve the right to edit letters for length.

Debate

Should public schools offer full-day kindergarten?

Ronald Coleran

YES

Kathy Glascott teaches kindergarten at Early Childhood Center 78 in Buffalo, N.Y. The Center, part of the city's alternative education program, offers full-day curriculums to students in pre-K through second grade. For five of her 10 years with the Buffalo system, Glascott served as building representative for her Association local, the Buffalo Teachers Federation.

The kindergarten I attended in the early 1950's was a half-day session in which we played games, sang songs, and rested for what seemed a very long time.

Several years ago, when I started teaching kindergarten, classes still met for half a day, but the curriculum had expanded and included academics. We played games, sang songs, listened to stories, observed a "quiet time," and learned some reading and math.

As teacher of two half-day classes, my workload was heavy. I was responsible for developing the academic and social skills of some 60 children—twice the student load of any of my elementary school colleagues.

For the past five years, I've taught a full-day kindergarten. I now work with 30 children rather than 60, and I understand my students better because the longer day gives me more time to get to know each one individually. I've also seen firsthand many other benefits that full-day sessions offer.

Today's youngsters arrive at kindergarten armed with a wealth of social experience and information. Most don't require any time to adjust to a school setting because they've already done that in day care, nursery school, or prekindergarten. They're ready to learn academics. And the full-day session lets me teach them properly.

When my classes met for only half a day, I had difficulty finding adequate time to work with small groups of children on their academic skills. The all-day session has changed that. Not only can I schedule sufficient time for this instruction, but I also have more time to work individually with youngsters who need remedial help.

More time is also available for other enrichment activities and experiences. Children can learn more about science, art, and music. And they can catch up more quickly on any phase of development they may have missed.

Consider, for example, youngsters who've had only inappropriate toys or books—or worse yet, none at all. Consider those who've never played with crayons, clay, or blocks; those who've never had stories read to them. The all-day session lets these youngsters make up for lost time and, in the process, helps them develop sensory and motor skills.

It also develops social skills. For youngsters who don't otherwise have an opportunity to play in a friendly and cooperative way with others their own age, all-day sessions provide many more such experiences than half-day sessions.

And the increased time also allows for other beneficial programs that would otherwise have to be sacrificed. In Buffalo's early childhood centers, for example, one such program works on the premise that everyone is talented in some way. To encourage development of those talents, we have enriched our language arts and health and safety instruction by integrating this program into these curriculum areas.

Another benefit of the all-day session is that it fills the need for good, inexpensive day care programs. While providing day care isn't a school responsibility, it seems appropriate that schools should lead the way in providing programs that are enriching, stimulating, and beneficial.

When children spend more time in school, they have more opportunity to take advantage of its academic offerings, they learn to respect and accept one another's rights, and they interact with sensitive and caring adults in an enriched environment.

All-day kindergarten is the kindergarten of the future. □

Fred Miller

NO

Elizabeth Truax teaches all-day, alternate-day kindergarten classes at Edison and Pleasant Hill Elementary Schools in Jefferson County, Ohio, where she's a member of the Edison Local Education Association. Truax also serves as a consultant in early childhood education to the University of Steubenville and Wright State University.

Traditionally, the main purpose of kindergarten has been to promote the *social* development of children through experience. Today, that's changing; kindergartens are offering academic programs.

School administrators seem to be trying to solve the academic problems of America's youth by moving instruction in the basics into the kindergarten classroom.

And as if that weren't enough, these same administrators—who usually have no training in early childhood education and no expertise in child development—now tell us we can accomplish twice as much academically if we keep the kindergartner in school all day.

The sole motivation for a change to full-day kindergarten should be meeting the needs of the child. But I wonder if there aren't lots of other motives here. Do school administrators perhaps score PR points with working parents by taking children off their hands all day, a year earlier than they used to? Is all-day kindergarten seen by reform-conscious state officials and legislators as a feather in their caps? Does it keep teachers on the payroll, in districts where enrollment is on the decline? Or are the administrators simply experimenting?

The real experts on early childhood education—classroom teachers—should be consulted before the powers that be decree a shift to full-day kindergarten.

Over my 15 years of teaching kindergarten, I've watched first grade skills, expectations, and programming become kindergarten skills, expectations, and programming. But the average five-year-old isn't physically and emotionally developed enough to cope with workbook academics, much less with the increased amount that goes along with an all-day session.

Today's world is hectic and quick-changing. Five-year-olds have enough to cope with just trying to find a security base and support system, without our asking them to deal with all-day kindergarten. Rather than giving children a pleasant introduction to school, we're making their first experience one of emotional upheaval.

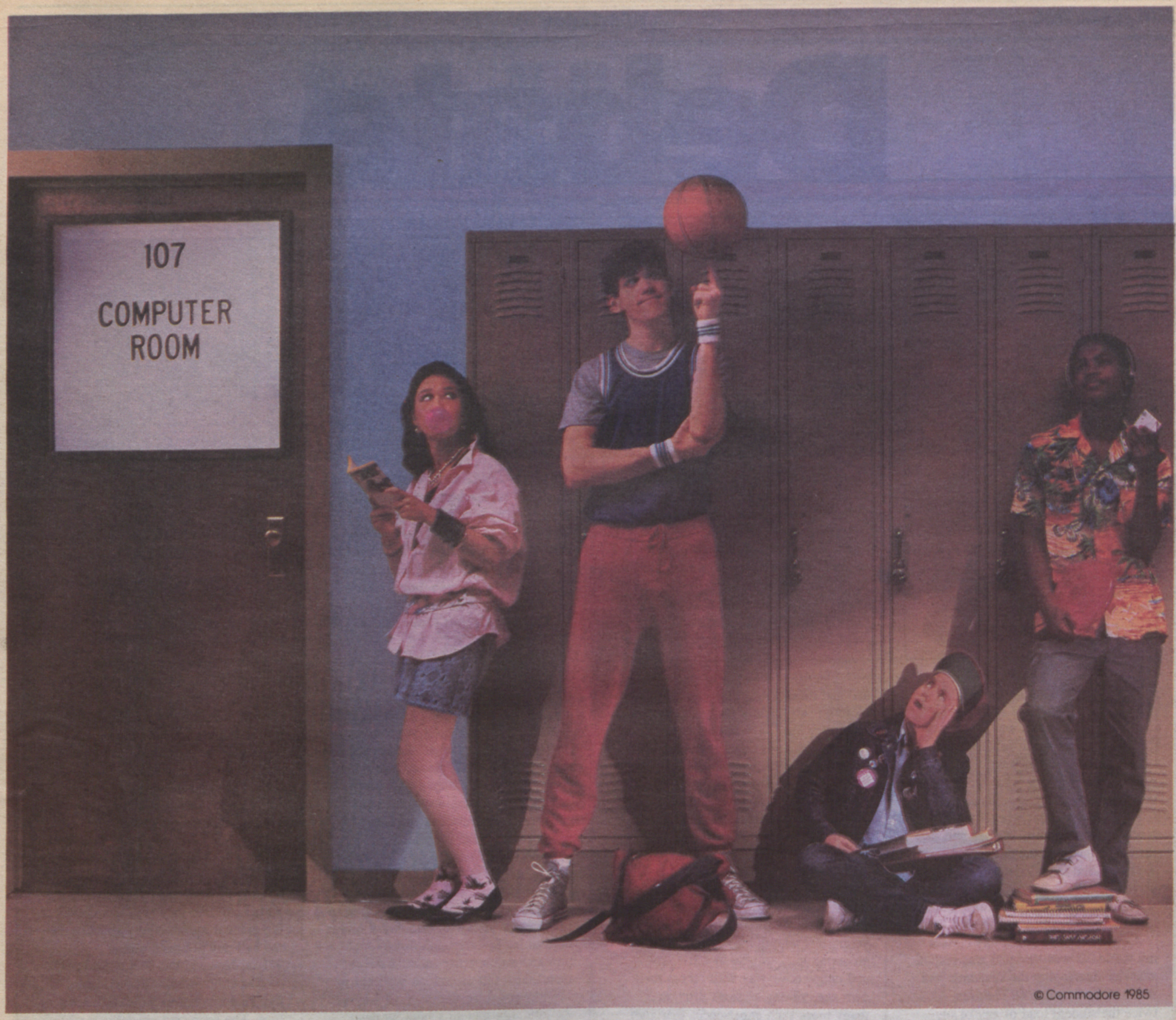
Children are expected to grow up quickly in today's world. We can keep this negative trend out of the public schools by allowing five-year-olds to be the children they are—to experience the gradual introduction to school that the half-day program offers.

Last January, the Ohio state board of education introduced the idea of all-day kindergarten to the state legislature. The estimated annual cost of this program was more than $3 million. With funds for most school programs at a premium these days, this money could be better spent on other curriculums that would benefit youngsters in later grades when the real thrust should be on academics.

In kindergarten, the emphasis should be on *quality*, not quantity, of time. Spending twice as many hours in school each day is no guarantee that the experience will be better; in fact, it could be worse. A half-day program can provide a kindergartner with quality time that can be the foundation of positive attitudes toward education.

The real issue isn't whether five-year-olds can be away from home all day, but what happens to them while they're away. All-day kindergarten programs will probably become more academic and more energy-consuming as years go by.

We, as educators, should be sensitive enough to the needs of kindergartners to offer them the kind of program that will best nurture their growth and self-confidence. That has been—and I think will continue to be—the half-day program. □



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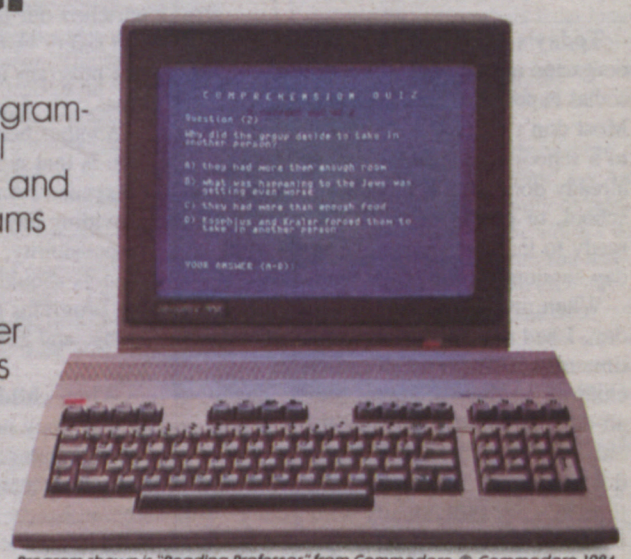

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